

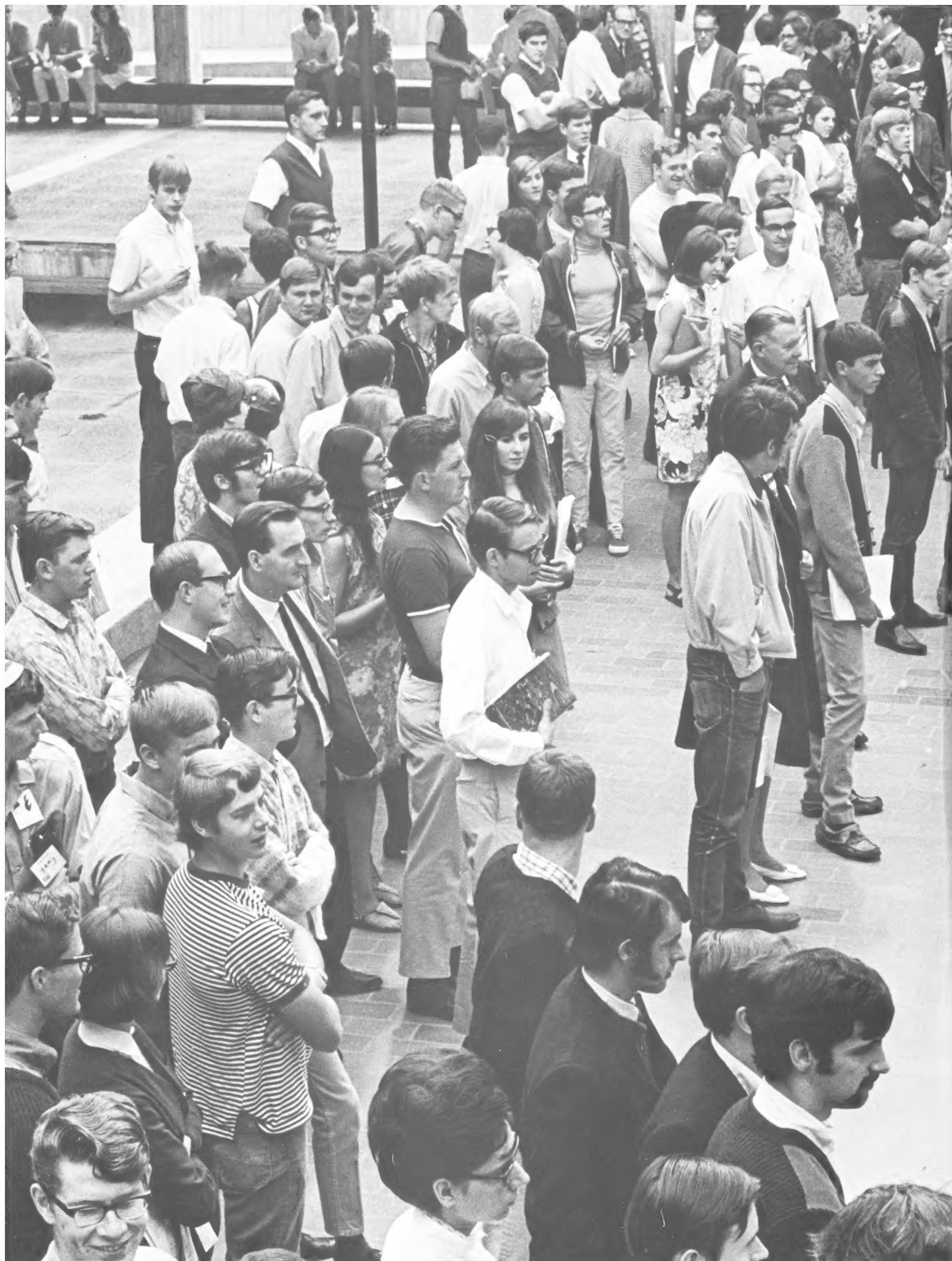
THE NEW TRAIL

THE UNIVERSITY OF ALBERTA MAGAZINE

JUNE, 1969



Building a school in Yengema, Sierra Leone; photograph by CUSO volunteer David Gue



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Volume 26, Number 2 June, 1969

On (and off) the Trail

¶ I do not know if there is a connection between a country's need for CUSO assistance and the excellence of its philatelic art, but my office associates have acquired some remarkable stamps as this issue was prepared, prudently snipping them out before passing the nibbled remains of the aerogrammes to me.

We have also had fascinating correspondence from students in Canada who, like our CUSO volunteers, find themselves postponing their careers (or foregoing more profitable summer employment) so that they may serve in a humanitarian capacity.

A brief catalogue:

Members of the University's Wauneita Society ("Wauneita" means

"kind-hearted one" in Cree) tutor Indian youngsters in junior and senior high school, and have a visitation program in Edmonton hospitals.

A few students worked for Operation Beaver, at Indian and Metis communities in western Canada, attempting to foster better understanding, and assisting with the construction of houses, recreational areas, and other community facilities.

Students in Law and Medicine have organized the "Boyle Street Project" in Edmonton's poorest district.

Summer of Service, the Alberta Youth Corps, the Company of Young Canadians, and the United Community Fund's Student Blitz, all depend on student volunteers.

William Samis

¶ Bruce Peel, Librarian to the University, has written to say that the Eskimo carvings which we credited to his own collection in our last issue actually belong to the Library. They were purchased about 1951, he writes, "from a man who had been a school teacher up in the Cambridge Bay area. The carvings are particularly good ones as many of them are made from old stone lamps, which is better than new soapstone used by Eskimos in their carvings, since the stone from lamps is permeated with seal oil and has a smoother, softer appearance. The carvings are particularly valuable in that they are from the days before the Eskimos went commercial."

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Frontispiece photograph by Forrest Bard

The New Trail

The University of Alberta, Edmonton, Alberta

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Campus album

*A few pictures showing
the student in his natural
habitat . . . collected
from the Evergreen and
Gold, The Gateway,
the Students' Union
Photography Directorate,
and other equally
propitious sources*

*Right—Students' Union
Building (with Jordi Bonet's
cast aluminum mural)*

*("Campus album" continues
for next 11 pages)*



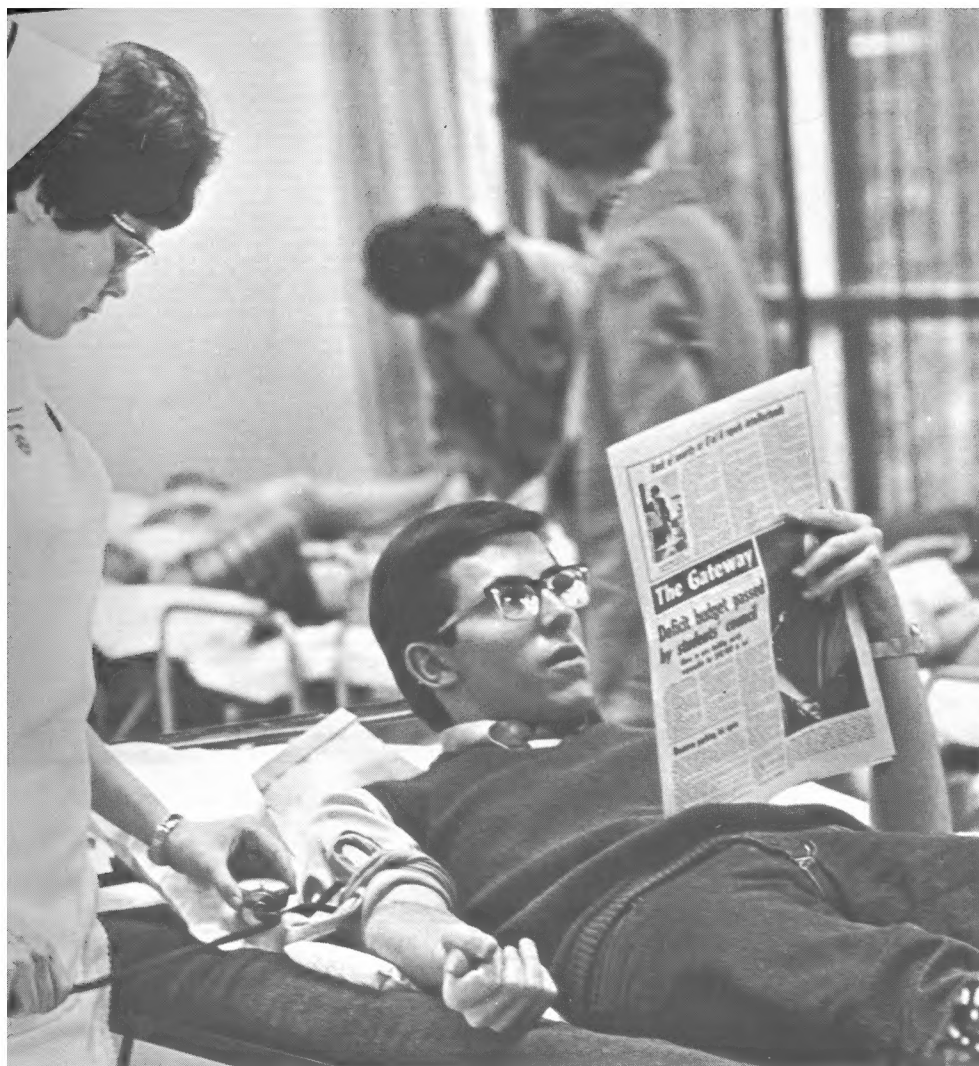
Student / U of A

The most obvious fact about our students is that there are so many of them. Last year, 15,000. In September, perhaps 18,000. The year after, who knows?

A cost of this rapid growth has been the loss of daily association between students, professors, and administrators. The student's greater interest in the formal government of the University may be in part a reaction to this. At Alberta, students have gained, slowly and without much fanfare, more effective representation on policy-making bodies than at almost any other university in Canada.

The student's impatience with shortcomings extends beyond his college to the ills of society. He is eager to correct these ills where he can, and his vigor is felt in service organizations with both local and foreign objectives. One of the most important is CUSO, and to it The University of Alberta contributes more volunteers per capita than any other Canadian university.

We report on some of this on the following pages, and the students themselves do most of the talking.



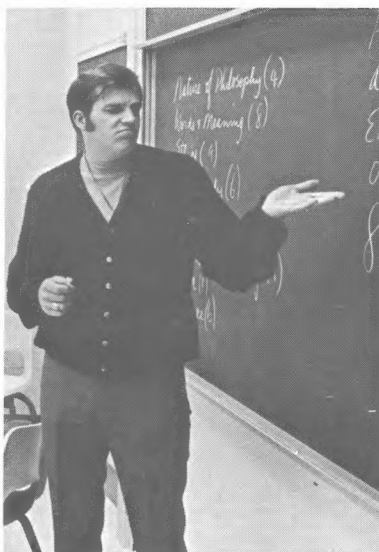
The student in University government

Eight students—a microscopic poll—were invited to tell us what they thought about the students as part of University government. We wanted to include as wide a variety of viewpoints as possible, but were only mildly surprised at the consensus these students seem to show.

AYLMER A. RYAN, BA '39, MA '40, whose introductory note follows, is Professor of English, and Provost and Executive Assistant to the President.

Traditionally this campus has assumed that students can and will run their own affairs. They have also been given a voice in general University matters when they expressed a wish to be involved. One result has been the development of strong and responsible student government in the Students' Union, the residences, and most recently in the Graduate Students' Association. Another has been the gradual spread of student representation into boards, councils, and committees, from the Board of Governors to the numerous working committees that attend to the day-to-day operation of the University.

Sometimes the contribution of students to boards and



committees has been highly significant. At other times it has been chiefly of worth in improving communication. Certainly the trend to widespread student representation has accelerated rapidly since the passing of the new Universities Act in 1966, and gives every indication of continuing.

The student body on this campus has, in recent years, been dismissed as conservative and apathetic by the eastern Canadian press, and a determined attempt has been made by the Canadian Union of Students and the Students for a Democratic University to discredit the Students' Union. Perhaps the failure of these attempts to date stems as much from the active and independent role already played by students here, as from a pragmatic suspicion of anarchy or neo-marxist idealism. Certainly the Canadian Union of Students was rejected overwhelmingly in a referendum during the past winter, and in the recent elections for President of the Students' Union, when the candidates sponsored by the Students for a Democratic University were defeated by a margin of 7,877 votes to 373.

"Activism" in the more constructive sense of the word is, however, by no means absent from the campus. Students are pushing for equal treatment in all those areas where they feel that they should be able to decide their own destinies. There is also the possibility that the students of this University will vote in another year to rejoin the Canadian Union of Students in order to "reform" it from within. If such a move were to prove successful, the students on this campus would undoubtedly be active in University reform on a national as well as local basis.

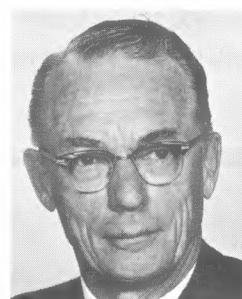
'The majority of students have yet to be completely convinced that a social revolution is impossible by non-violent means'

Elizabeth Law is Academic Vice-President of the Students' Union. She is studying towards a BA in the Political Science Department, where she is also an undergraduate representative on the Committee for Restructuring of the Political Science Department.

Nearly every students' council in Canada sent representatives or their total executive to the Canadian Union of Students Conference held in Sudbury, Ontario, May 9 to 25. Most of these students represent their fellow students on various governing bodies of the universities—some even have parity with faculty and administration on a few committees. It was natural therefore that the question, "What do you do with student representation on university governing bodies once you get it?" was

*Professor
Ryan*

Elizabeth Law





General Faculty Council in session



Arts faculty teach-in

raised time and time again. It was never satisfactorily answered with one simple "right" answer—many suggestions and their underlying philosophies were proffered by the delegates. It was raised by students' council delegates who had, in many instances, inherited ex-officio positions on university governing bodies and had never had to fight for those positions nor, it seems, had ever to think through their own position on the question—who had merely accepted it like so many other things about the university they were passive about.

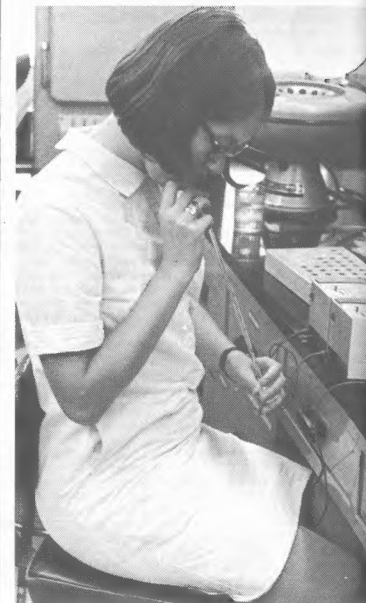
Die-hard, militant radicals were not interested in this question. The militants claimed that to take any part in the existing educational system was to commit a sin, to be "co-opted" by the "establishment," and so to become part of an educational system which is unjust to the majority of Canadians. In fact, they argued, you would help to make more efficient an educational system with which you are in direct disagreement, thereby ensuring its continued survival. A constructive, penetrating critic, they claimed, usually does more to improve an institution or individuals' chances of existing than a passive individual who indifferently accepts the "bad" with the "good," and, with the same equanimity, watches institutions slowly die of preventable, if not curable, institutional diseases.

The conclusion of the truly militant end of the student radical spectrum is that students who desire a "genuine" revolution in social values should not waste their time discussing how student representation on university governing bodies can effect qualitative as well as quantitative changes in the university (thereby creating changes in the larger society) because such changes are impossible to effect. Instead, all effort should be directed to ways and means of confronting educational institutions from the outside.

The majority of students, however, are still willing to give the educational institutions of Canada another chance, and have yet to be completely convinced that social revolution is impossible by non-violent means. They are still trying to work out an answer to the question, "How do you achieve change in the direction, content, and purpose of our educational system, as a student representative within that system, without being 'co-opted' into a position of merely making the present system more efficient at what it has been doing very effectively, without your co-operation, for decades?"

Our universities, indeed the whole educational system in Canada, encourage students to become individualists in their work habits: researching in the library, taking notes in lectures, writing papers, making reports. Rarely are students expected, or encouraged to work out a group approach to academic problems. It is one of the greatest contradictions of a student's existence in the multiversity that he is taught to value individualism so much, while the university, like most of our democratic institutions, is so structured that it can really only respond to *group pressure* for change. The administrative officers and academic staff are concerned that students' demands, suggestions, or requests should come to them from "legitimate" student representatives, and they say that representatives must be validated by a substantial group before effective action can be taken on almost any issue.

It is a constant puzzle to me that this contradiction exists in our society. It seems necessary under our present system, that, if that system is to continue, so must the contradiction of value placed on individualism, and conversely, on our organized society (government, church, and educational institutions) which changes only when group pressure is brought to bear.



I would suggest that group power movements—student, black, red, or French-Canadian—will continue to grow in proportion to this failure of existing institutions to meet the individualistic needs which they themselves help to instil in people. As long as students want a qualitative change in our society, they will continue to learn to work through groups, adapting their methods only as existing ones fail to achieve a social revolution. They will change their methods if the institutions by which we organize our society respond to something other than “legitimate” representations—if they will more readily respond to the people who represent the power of an “activist” group.

‘Students should not be the dominant force within the university administration’

Jan DeJong is one of the two student members of the Board of Governors. He is a PhD student in Civil Engineering. He received his BSc from The University of Alberta in 1965, and is a Professional Engineer with membership in the Engineering Institute of Canada. For his thesis, he is investigating foundation material conditions for downtown Edmonton high-rise buildings. He is a member of the Graduate Students’ Association.

The Universities Act was amended a few weeks ago to change the status of the two student consultants on

the Board of Governors of The University of Alberta to full members. The two are David Leadbeater, the President of the Students’ Union, and Jan DeJong. David Leadbeater is an “automatic” member of the Board, whereas Mr. DeJong was chosen by a Selection Committee representing the Students’ Union and the Graduate Students’ Association.

Like most students, I think we need representation at all levels of University government. But there must be a limit: students should not constitute the majority of committees and policy making bodies.

The original basis for seeking representation was to establish better lines of communication and to provide students with the means for participating in the decision-making process, and not so that they become the dominant force within the University Administration.

There are several reasons for my view on this issue, one obvious one being the time factor—administrators simply must devote their whole time to their work. This would be impossible for the student to do, as he is trying to acquire an education at the same time. Another reason is that it would be foolish not to take advantage of the expertise available to the University from its administrators in such areas as planning, finance, law, etc.

But the present situation could be improved by more student representation, especially at the departmental level. As far as the Board of Governors is concerned the student representation there should be increased to three persons, the third being a student representing the Graduate Students’ Association.

Students on the Board are very well received by other members. I have never been able to detect any resentment of student representatives. Because of this I can



say that our voice is quite effective. We are the representatives of the students on this campus and try to express their aspirations and needs. Our viewpoints are not always accepted but they are always given every consideration. Sometimes our wordings appear in proposals and reports (although nobody knows that these are our suggestions when the reports are made public).

On the other hand, I find it absurd that a university that tries to educate people to think for themselves should have no student representation—and there are even students that argue for this state of affairs. Questions are bound to arise about labs, the relevance of courses, a professor's ability to teach, the organization of departments, and many other things. It is regrettable when students stick their heads in the sand and leave everything to the administrators.

Much progress has been made in recent years in providing student housing, and I hope new facilities will continue to appear at a rapid rate. There is a particular need for a wider variety of types of residences available.

Something equally desirable is to have a study undertaken by the government, the Universities Commission, the Board of Governors, and by the students, to evolve a definite policy regarding student tuition fees. At present these fees tend to be a buffer between what the government decides to grant to the University and what the University needs and budgets for. Students should know what their fees will be from year to year and not get hit with unexpected raises. I do not favor a complete abolition of fees, because a student who contributes partially towards the cost of his own education will have a greater sense of concern about the system and facility in which he is being educated.

I think the development of student participation

in the government of The University of Alberta is something that could be used as a model for other universities. The University has been wise to let students participate wherever possible. The future will tell whether this development was a milestone in the history of this University.

'Unless graduates with teaching responsibilities can have a direct say in the method and content of their teaching they may lose interest and enthusiasm'

David Othen began his university education in Britain. He received his BA from Oxford University in 1966 (and in 1969 his MA). During 1967-68 he was in Biafra as a member of a British Overseas Project. He is now working on a PhD thesis on infrared spectroscopy in the Department of Chemistry at The University of Alberta. He is President of Athabasca Hall Residence Council.

To me it seems essential that all students, both graduate and undergraduate, should have an opportunity to be directly involved in the government of their universities. They must, however, recognize that representation on university committees not only involves attendance at regular meetings, but also detailed study of the issues and propositions, and often the expenditure of considerable



Registration for the cross-country



time in sub-committee work and background research.

The graduate student, particularly here in Canada, is responsible for a large proportion of the instruction, tuition, and guidance given to undergraduate students. Unless, therefore, the graduates can have a direct say in the method and content of their teaching they may lose the interest and enthusiasm which is vital for successful rapport between teacher and student. Graduates need to be able to discuss the policy of their departments which governs their own research and thesis work. Examples of this need have already occurred in several of the departments here in Alberta, and are at present being discussed between faculty and graduate students.

Undergraduates, too, have much to contribute to discussions about the curriculum and teaching methods of the university. Indeed, if they do not have a direct say in such matters they may become disheartened or feel that what they are learning is unnecessary, outdated or useless. Should this occur the student soon finds himself working below his mental capacity, possibly failing examinations, and even dropping out of college—a regrettable waste of time to the student and money to the taxpayer.

Although academic concerns are perhaps of foremost importance to the students, they are, naturally enough, concerned about many other aspects of university administration. Student housing and food services are two areas which are of prime importance to undergraduates and graduates alike. In these, students should not only be involved, but be almost totally responsible for the administration. This means that they should not be made responsible only for the day-to-day rules, regulations, and administration but also for the long term design, planning, and operation.

Many students are also directly affected by the policies of the bookstore. They are concerned with such things as whether or not it stocks a wide range of titles in their field of study. Parking and traffic regulations, the use of library facilities, regulations regarding the use of physical education facilities, the student health services, the security regulations (involving admission and use of buildings), the long range planning and development are all areas of vital interest to the student.

It seems to me that in order to create a living and successful university, students should be able to participate in university administration, wherever they are affected by it.

'The university has become the first institution in our society to feel the surge of youth'

Murray Sigler is a third-year law student and the new President of the Interfraternity Council. He was the director and editor of Evergreen and Gold, the student yearbook, during 1967-68, and is an officer in the campus Progressive Conservative Club.

The public in Alberta, and the students themselves, associating the University's radical students with recent disruptions at American colleges, and apprehensive of



violence and social disturbances of any proportion, have become fearful of increasing student participation in university decision-making.

Nevertheless, the trend of social awareness among the youth that led even *Time* magazine to name Youth as their Man-of-the-Year in 1966 has continued to mushroom. This trend has been aided by such catalysts as the Vietnam War, until its presence today is beginning to be felt even in Alberta. With students no longer content with such traditional activities as the Students' Union, fraternities, and residence hall socials, the University has become the first institution in our society to feel the surge of youth.

Under the guidance of so-called "moderate" student leaders, Alberta students have achieved token representation of Students' Union appointees on the Board of Governors, the General Faculty Council, and various other University committees. Students themselves have also been able to achieve representation at faculty and departmental levels in isolated cases. To many student leaders—such as Students' Council Past-Presidents, Marilyn Pilkington and Al Anderson—this level of student

participation marks the climax of student involvement in University government. This is nearly always neatly termed "the responsible student voice."

But, considering that today's student possesses definite, well-prepared social values and has a direct interest in University affairs, one is led to question whether administrators at The University of Alberta have really gone far enough in granting students the right to be involved in the University's governing process.

It would be naive to attempt to resolve this question in the short space allotted in this article. However, in passing, it is suggested that much credence must be given to those students, albeit "radicals," at The University of Alberta who suggest a more dynamic role for students in University government, one more comprehensive than the nominal and ineffective role currently served by student appointees on the various boards and committees. It is submitted that those who advocate student-faculty parity in decision-making are not far off the track to a realization of the necessary goal of effective student participation in university affairs.

The student, after all, is an all-important force at the university. It is for the student, who in turn will bring about social advances and progress, that this great public university has been designed. Who better than the student himself can appreciate student interest and problems?

The student of today sees himself as an adult human being with an unlimited and restless social conscience. Working for the goal of a different and better society he is attempting to exert his influence in university government. Hopefully at Alberta this priceless zeal of youth will not be thwarted and misdirected by stubborn administrators and self-interested student leaders as it has been at many American campuses in recent months.

Jan DeJong

David Othen





Freshman Introduction Week dance, Students' Union Building courtyard



Mod outfits for formal dance

'An invisible circle keeps capable women out of jobs for which they are academically qualified'

Cathy Fraser is a law student in her fourth year of the combined Arts and Law program. She is a former President of the Progressive Conservative Club on campus, and has been active in student government. The World University Service selected her as WUS Scholar from the University in 1967.

She is concerned about the role of women in these days of "student emancipation."

There can be no doubt of the public's awareness of student demands for educational reform. This aspect of student life is debated extensively and is well publicized by students, faculty, and administration alike.

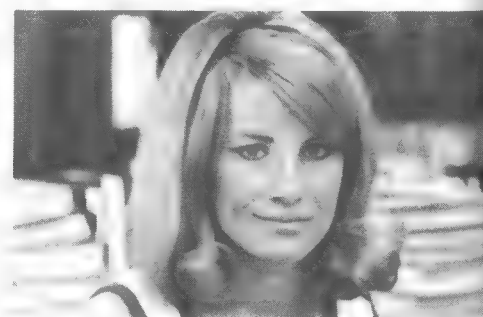
More important to many students, perhaps, but certainly not so well publicized, are the problems involved when the student with his brand-new degree attempts to secure a job. In this regard I am concerned neither with male graduates nor with graduates from professional faculties such as Law, Medicine, or Engineering. In either instance, an individual will encounter little difficulty in securing a position commensurate with his or her academic qualifications.

What is disturbing is the narrow choice of jobs available

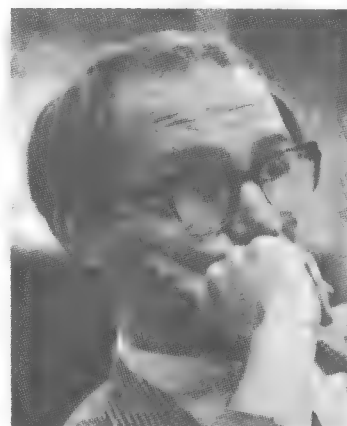
for female graduates, particularly those with liberal arts degrees. This is an area where the Students' Union is capable of and should be exercising a far greater degree of initiative than has previously been the case.

Certainly a female arts graduate can find a job—if she is prepared to accept a position as a waitress, clerk, or secretary, for these positions would account for at least 50 per cent of the jobs available and taken by female arts graduates. One need only question the employment counsellors at Canada Manpower about opportunities available for women, even during the peak hiring season around December, to be convinced of the validity of such a figure.

Cathy Fraser



*Peter Boothroyd
Murray Sigler*





Pancakes from the chuckwagon, Bar None



Pancakes for visitors, Varsity Guest Weekend

The discrepancy between the availability of positions for males compared to females must be credited to a widespread discrimination against female manpower. It is interesting to note that discriminatory hiring practices occur not only in private industry but also in numerous government organizations.

This being so, one would be rather optimistic to expect the government (Canada Manpower) to accept the responsibility required in this case, for the responsibility entails a campaign directed towards all employers for the acceptance of qualified women on an equal level with qualified men. Hence, the need for initiative on the part of the Students' Union, which has professed its interest in the well-being of its members, and does, after all, represent all women students on campus. The Students' Union has already interested itself in various academic matters, in the administration of the University, in tuition fees, and may soon be providing housing for students. Its role as an established representative organization puts it in an excellent position to institute discussions with employers regarding their hiring practices.

Perhaps this campaign could be launched by establishing a permanent committee with a salaried director, to work in conjunction with Canada Manpower and other interested bodies, to begin discussions with those employers who now insist on discrimination in their hiring policies. Or a strictly volunteer committee could be organized to work along the same lines. There are, one can be assured, many individuals quite willing to devote a portion of their time to such a project.

By taking the first step, perhaps the Students' Union can insure that some break is finally made in the invisible circle which now serves to keep capable women out of jobs for which they are academically qualified.

'We have a structure adapted from the military . . . one that leads away from concern for the people at the bottom'

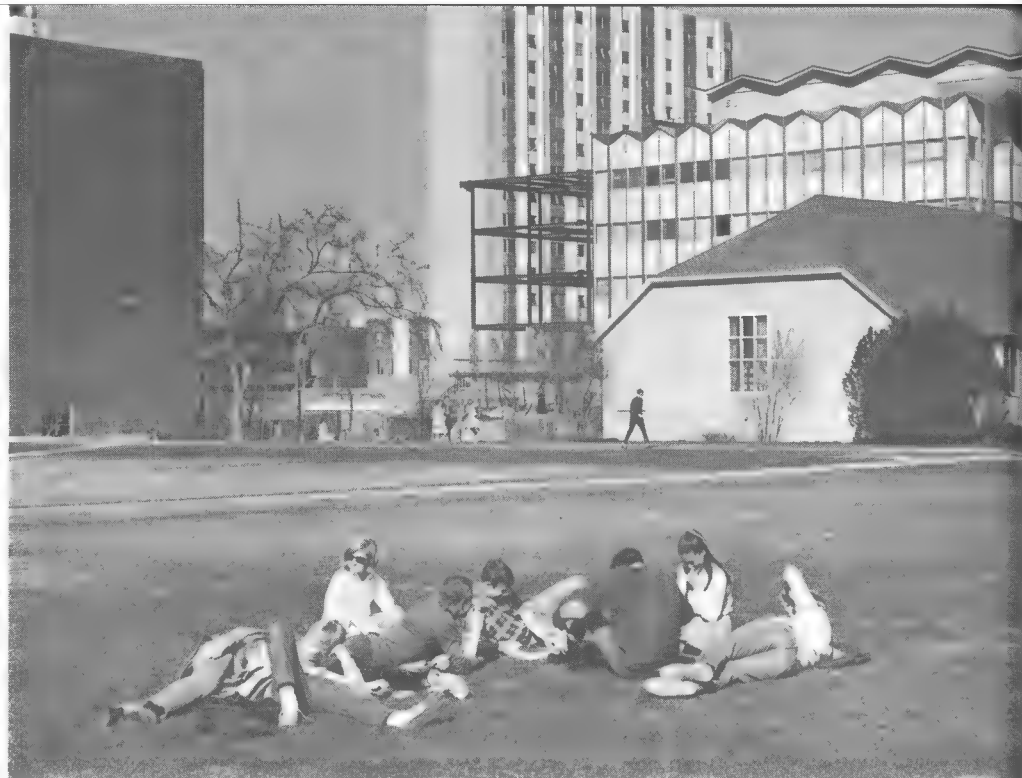
Peter Boothroyd would describe himself as a "radical" student. After graduating from the University of Toronto he earned an MA in sociology at The University of Alberta, in 1968. He was President of the Graduate Students' Association in 1967-68, and is a frequent contributor to The Gateway.

To a growing number of people, the question no longer is: should there be student participation in the running of the university? In fact, it has even become fashionable for university administrators and governors to extol the "contribution" which student representatives can make to building and running the university.

The question now facing us is: how much power should students have in the university? As always, the lines are drawn between those who now hold the power and those who don't. Whatever else, it is clear that students do not as a body have much power. It is this which the much-publicized campus turmoil is all about: while administrators and governors and senior faculty seem very reasonable in their agreement with students that student representation is a good thing, they balk at the idea of students having any real power. One Canadian university president has clearly expressed the anxieties



Residence walk, December



Main quad, April

associated with student power when at a conference of his peers he said: "Next thing they'll want to determine their own grades."

A growing number of students on the other hand, recognizing that their differences are often directly opposed to the ruling regime, and having found through one frustrating experience after another that token representation does not ensure that these interests will be guarded, have turned away from the concept of student representation to fight for student power. While on most campuses this "movement" is the surge of a minority—as is every other movement in its early stages—it would be wrong to conclude that the majority of students will always be "responsible" and follow the rules set down by those presently in charge. To anyone sensible of the campus scene it is apparent that more and more students are refusing to accept the holiness of rules established by an autocratic regime and are insisting that their respect can

only be paid to rules legislated democratically.

Discussion among these students focuses on strategies for effecting just such a change.

(And incidentally, contrary to what is commonly assumed, such discussion is usually in the form of very vigorous debate. It is never a simple matter of manipulation by an agitator brought in from the outside by some unknown organization.)

Radical students—and I include myself in this group—see the lack of university democracy as both internal and external. Internally, we have a structure adapted from the military. A clearly defined hierarchy of power levels theoretically allows orders to flow smoothly downward from the supreme body or person at the top, and information to flow upward from the bottom. In a word, such bureaucratic structure is concerned with "accountability." It is a structure which leads to empire-building and buck-passing. It is a structure which leads away from concern for the people at the bottom and often from the goals the organization was originally established to serve. Thus the bureaucracy of a university, even if there are good intentions on the part of many of the office holders, provides least for the students at the bottom and most for the figures at the top. The bigger the bureaucracy, the greater this discrepancy. Seen this way, student alienation is not only subjective—estrangement *felt* by the students—it is also objective—inherent in the operations of the institution itself.

Such a situation can only be alleviated by giving real power to the people at the bottom. This can be done in a number of ways. Every person attached to the organization could be given an equal vote in determining who shall make policy, but with the bureaucratic administrative structure being maintained as a form of civil



Arnold Lund

Lawrence Hignell



service. It could be done by having an hierarchy of policy-making bodies through which power flows up, so to speak, from the grass roots organizations to the central policy body. It can be done by identifying different interest groups and giving them equal say, regardless of the number of people in each group (most activist students, for example, call for parity of representation between students and faculty). Whatever the plan, however, it is clear that internal democracy does not exist when power flows from a man or a small group of men appointed from outside the institution.

‘There is far too little emphasis on creative thinking during most of the school years’

Arnold Lund, unable to concentrate on the “issues” until his last year at University, was a student in the Faculty of Education. Previously he was in the Faculty of Science; he received his BSc in biology in 1968, and until then was “so busy studying I didn’t have time to get involved in student movements. I belonged to the large group of indifferent students.” In September he will teach junior high school in Hanna, Alberta.

If students are to be concerned with government, they must be trained to think for themselves in a logical

manner. Unfortunately, our universities and the education process in general are falling short of this objective.

From the time a child is of school age to the time he graduates from the public school system, he is fed information and rewarded on the basis of how well he has “learned” it. There is far too little emphasis on creative thinking and far too much emphasis on technical and mechanical skills during most of the school years. The student’s natural curiosity and creative abilities have too often been completely stifled by the time he reaches college.

Upon enrolling in university, students in such fields as science, commerce, engineering, agriculture, medicine, and so on are usually too overwhelmed with work to worry about student politics. They most often choose to “leave that to the squirrels” and go about their own affairs, oblivious to political developments on the campus. Then, when a few of those “squirrely radicals” begin to question such things as the status quo, or the role of the university in society, the technically-oriented students become rather bewildered. There is a great deal of social pressure on them to do something about “those damned radicals” and to prove to the irate taxpayers that “all students aren’t bad.”

The students in the technical and professional faculties—aroused from their customary political apathy—often find themselves politically inept. They may resort to violence or ridicule. Needless to say, nothing good can come from this type of situation. The radical reformers, who may have worthwhile suggestions, are frustrated with the lack of communication with the majority, and the majority is content to go about its apathetic way.

Perhaps if our public schools did a better job of making each student aware of his personal identity he would be more capable of participating in student government

when he reached university. There would then no longer be the need—or the opportunity—for small groups of dissenters to make far-reaching, sometimes unreasonable, demands to get even small concessions from the administration. If more students were aware of the political situation, the entire student body could work with the administrators to improve and to humanize the university.

‘The student-elected government has gone a long way towards an efficiently-run, democratic form of participatory government in residences’

Lawrence Hignell came to The University of Alberta from the University of Guelph on a CUS scholarship, and liked it so well in Alberta that he decided to stay. He received a BEd from the University this year. Mr. Hignell has spent much effort organizing residence government, in committees, as floor chairman, and as Lister Complex Co-ordinator in 1968-69. He has also been on The Gateway staff, and participated in sports.

At The University of Alberta, students are given ample opportunity to participate in various levels of University government. Perhaps the largest and greatest opportunity provided is in the various residences and their student government. At Lister Hall, a residence complex of over 1,880 undergraduate students, the students have responded enthusiastically to the opportunity, and improved the student control of student actions over the past five years.

In 1964, the University administration appointed senior class members to supervise the various floors of residence, each containing approximately sixty students. Since then, the students have undertaken to elect their own officers and run their own affairs, and in this past year, the student-elected government has gone a long way towards an efficiently-run, democratic form of participatory government.

Students entering residence in their first year on campus often have little idea of the University surroundings and atmosphere, and seldom know what to expect, where to go, and whom to turn to at the times of crisis. With students governing their own affairs, these problems are much more easily approached and solved. This does not mean that the freshman student is allowed to do whatever he wishes. The chairmen for the following year's government at Lister Hall are elected in the spring

and are ready for the fall opening. These chairmen, one on each floor in the residence, work with a nucleus of returning second- and third-year students, who have shown an interest in the operation of the residence. They plan activities, assist new students, and regulate acceptable (to the students) discipline on the various floors. New students are encouraged to become involved in the various committees organized by the student government to promote social, and athletic events, and an academic atmosphere in the residences. The students feel that they, rather than the administration, have the closest experience, and best understanding of the problems that arise in residence from day to day.

While newspapers claim that students seek power, and wish to get rid of the “establishment,” it is my opinion that this desire for power is really a desire for a chance to improve society from the position in which they see it today. These students are only a stepping stone away from becoming influential members in human society and they are not satisfied with what they see ahead of them, or behind them. To say to students that “it has been done this way for years” does not automatically mean it is the right or only way for them to act. Students want to learn and develop for a new role in a better society. As a result, they wish to play a large part in organizing and regulating the atmosphere in which this knowledge and training takes place. They do not wish to see a better opportunity and equality for students sacrificed by professors and “the administration” seemingly locked in a never-ending chain of meetings, with little action or improvement. However, with this “desire for power” must also go the responsibility for actions undertaken. Students must be prepared to accept the results of their individual “thing” as they attempt to change society to meet their own aspirations.

Students are not necessarily as much for a “fly now—pay later” plan as many people think. They realize at university, if not before, that the easy way is not always the best way to achieve results. Society has never been what people hoped it would be. But this does not mean that it cannot be in the future. Students these days are searching for new methods to improve society, and what they have discovered is a new method called “protest,” accomplished by rallies and demonstrations. Unfortunately, the protests which receive the most newspaper coverage, are those of the radical minorities, who use some questionable methods of protest. However, I believe that the leaders of most protests for change have worthwhile ideas for a fairer, more just, and equal opportunity for all, and this “all” includes the student in the university. They cannot be condemned for ideas and actions which represent a true, fresh approach to old problems; and if they are willing to accept responsibility for their actions, they should be recognized as truly interested and concerned about our society, and as trying to do something about it.

Two advocates of change—who often find themselves described as representatives of opposing viewpoints—tell it like it is.

Marilyn Pilkington, BA '68, was President of the Students' Union last year. She brought to the job a long record of involvement with student government, and an energy and ability that earned her the respect of the University administrators with whom she worked on committees and boards. She will study law at the University of Toronto in the fall, as a step toward a career in law research and reform.

Christian Bay is Professor of Political Science, and from 1966 to 1969 was Chairman of the Department. He studied at the University of Oslo, was a Research Associate at Stanford University, and taught at the University of California, Berkeley. He has written several books, and his articles on activism have been widely circulated among both political scientists and those who are critical of the "establishment."

The student's changing role

Christian Bay

More power to the generation gap

The generation gap is becoming one of the favorite topics of modern discourse, public and private. In North America this phenomenon first became strikingly visible in and around the civil rights struggle in the southern United States, when young people of both races forged bonds of unity that dismayed or were met with incomprehension by many parents on both sides of the color line. With the Free Speech Movement in Berkeley in the fall of 1964, a new era of unrest was inaugurated in North American universities, reaching only the most outstanding ones at first, but gradually introducing the generation gap as a fact of life into virtually all academic institutions. The next five years will undoubtedly see similar kinds of generational confrontations in fast increasing proportions of our high schools as well.

Now, there have always been conflicts between old and young, and student rebellions have been commonplace in many countries before they took on substantial proportions in North America. There are, after all, differences in perspectives between old and young—even differences in instincts, perhaps. And the older generations have rarely

Marilyn Pilkington

Changing attitudes: student activism

In recent times all over the world, universities have been experiencing a difficult period of readjustment to meet and balance the changing needs of society and students. To a very great extent, universities have been developing not in accordance with any particular philosophy or policies, but in response to pressures being exerted upon them by forces outside the universities themselves—forces which the universities have not sought to analyze or evaluate. By failing to do this, universities have lost sight of the spirit of their aims and objectives and have failed to maintain their commitment to provide students with the opportunity of gaining a meaningful education.

The actions of student groups, particularly the militant groups, which have disrupted university functioning and, in some cases, destroyed university property, are the most striking manifestation of the difficulties universities are now experiencing in defining their roles within society. Because of this, there are those who would blame students for creating the problems within universities. But this is a superficial view. In fact, it is the pressures created within our society which have laid at the feet of the



Christian Bay, *continued*

been able to point with pride to the great, humane civilizations they have built for the benefit of the next generation. Since the older generation, or a very small part of it, in every society tends to monopolize economic and political power, regardless of official pretensions to democracy and equality, what could be more natural than a bitter struggle between the generations?

But those who have the power are always interested in peace, on their own terms. With opponents of lesser experience and inferior organization the spokesmen for the various establishments have generally succeeded in pacifying their opposition. In the past, and in much of the world till this day, conditions of life for the majority have generally been so grim that most youngsters from privileged strata sooner or later have opted for a share in the privileges at the expense of youthful ideals. In the modern jargon, they have become co-opted.

In our own, more affluent society of today many of our youngsters have become more secure persons, however, and therefore more prone to hold on to their ideals. And their elders have come to rely more on manipulation, less on coercion, as a way of reducing or attempting to bridge the generation gap. The alternative of attempting to learn from their young has also been tried, but by extremely few, proportionally speaking; after all, we tend to become set in our ways of thought well before we acquire grey hair. For one thing, most of us in the older age brackets have found it necessary to make many compromises with our own youthful ideals, and consequently would find it unsettling to take seriously the ideals of those who are now young. Especially with the appearance, manners, and unseemly language that we may encounter among them.

For these and many other reasons, our schools and universities have come to operate as the chief defence system against the challenge of youthful opposition to our institutions. Primary and secondary schools have always been agencies of training in skills and of patriotic socialization, rather than agencies of education—if by this last term we mean the freeing of the individual mind and the strengthening of its powers of analysis and articulation. The schools have been and are operated to produce good, nice citizens, able to perform well on jobs assigned to them by their elders; their function has not been to produce independent-minded intellectuals or social critics. With our North American commitment to mass education, our colleges have become more and more like high schools in these respects, and less like the older European universities with their emphasis on individual courses of study.

If anything, our educational institutions have sought to prevent education, as distinct from training and molding. The most desired product has been the all-round A-student, who has done equally well everything he was

told to do, and who presumably will be the ideal employee for whatever corporation or government agency will be hiring him. Who wants intellectuals, social critics, young people who take humanistic ideals seriously? A few educators, perhaps. Very few future employers, unless the future will change some of our institutions.

In my view the widening generation gap presents the best hope for the survival of our western civilization, or of any other civilization with humane ideals. What other hope is there for a real change of course, away from the arms race, away from the oppression of our minority groups, and away from our continuing sanctification of property rights at the expense of human rights? We North Americans consume almost one half of all the goods produced in the world, and tend to be preoccupied with problems of obesity while parents and children are starving in most other countries. Only uneducated people, in my prejudiced view, can feel complacent about this state of affairs. And as a political scientist I am pessimistic about our prospects of achieving any significant political change in this country by electoral processes alone, without a challenge to the system itself, from the outside.

While I can understand the use of violence by black students, whose lives may have been marred by physical violence and stark deprivation, I believe in strict nonviolence in our kind of university. And so far the increasing militancy of a minority of our students has not been accompanied by physical threats of any kind, excepting occasional threats against themselves, from students who presumably dislike political discussions.

I hope the struggle for student influence in our University government will continue to be carried on in the spirit of nonviolent militancy. And unlike society at large, I believe the modern university *can* become a self-governing, democratic community of men of ideas, in our lifetime. The present system of gerontocratic government in our University must continue to be challenged from the outside, I believe, but increasingly it has become possible to press for changes from the inside as well. With our Council of the Faculty of Arts now committed to the principle of parity of student influence as a goal, an important and constructive precedent has been set. With increasing power for students will come an increasing sense of responsibility and of commitment to the University, and we may look forward to the day when the elected representatives of students and faculty will constitute the real boards of governors of this University, as of other universities.

I shall be told that the taxpayers (let alone the voluntary contributors!) will revolt, and refuse to fund a community of scholars that refuses to conform to the established ways. My reply is that no taxpayers can remain prosperous without good universities, as ex-supporters of California's governor are discovering these days. The

university will continue to serve the community, but it will cease being subservient to the dominant interest groups: it will cease betraying its mission of serving man, as distinct from particular men.

And a democratic university will at long last get serious about the teaching of Politics—not just the rules of the electoral games, but about the individual citizen's rights and obligations to build toward a humane society, a society of human rights, as distinct from our present order, in which social privilege and property rights come first.

Man, to the extent that he is secure and free, tends to become a humane animal. Yet virtually every organization the young person comes up against, from the family through the schools to the state, seeks to shape him and use him, for ends other than his own. For the first time, ever, I believe this generation of youngsters has at least a fighting chance of preserving the generation gap, for a significant proportion among those who will carry influence in tomorrow's Canada. In our community these young people may help reshape this University, and make it one bastion in the struggle for a better future. Our student activists represent the best hope, in my opinion, for building the kind of society in which my own children would have an opportunity to develop and preserve what is best in them.

If, in the process of their development, they will come to scorn their father's record of many compromises with his own convictions, I will rejoice in the hope that they will be able to preserve and pass on a level of humanity that I could only aspire to for myself. For I believe in the permanent generation gap; I believe each new generation should be free to reshape social institutions according to its own expanding vision. There is more than enough wealth and productive capacity in Canada to make this possible, if we can part with the stubborn notion that property rights are ends in themselves, more sacred than human life itself.

Marilyn Pilkington, *continued*

universities tasks which universities have not adequately equipped themselves to perform. Universities have not adapted qualitatively and fundamentally to meet the new conditions and pressures created by rapidly changing forces in our society.

The real roots of student unrest are profoundly and inextricably bound up with the forces of rapid change within our society, the effects of those changes on our social institutions, and the attempt of young people to seek meaningful life goals within this flux. Against this background of a rapidly changing world, there are three general and immediate sources of student unrest. Students have begun to raise serious questions about, first, the nature of education, second, the proper role of a university,

and, third, the very quality of life in our society.

Let us look at the nature of education.

At a time when students are looking increasingly to the university as an institution to develop values and goals for their personal and professional lives, the university has responded inadequately. The methods utilized by the university, rather than freeing the individual from the limitations and restrictions imposed by his past and present environments, actually force him instead into conformity according to those restrictions. The university's rhetoric promises the student a place in the community of scholars, and yet what it promises him cannot be reached through the methods nor in the spirit which the university inculcates.

The lack of meaningfulness and depth of the educational opportunities offered to students encourages the supplanting of significant motivations by cheaper ones—where the desire for empty grades supplants the desire to learn, where memorization supersedes the quest for meaningful relationships, where “out-psyching” the professor displaces a common hunt for contemporary significance in our traditions and a shared and vigorous reflection on the things that matter to living men. This leads to a disengagement of education from experience and a lack of relevance of what students are often learning to the problems they seek to answer about their own identity, their goals, their values, and their ability to cope with and provide solutions for problems in an increasingly complex society. And this occurs at a time when students are looking increasingly to education to provide answers to these issues.

Second, besides the actual conditions of learning at the university, there is another general source of dissatisfaction: this is rooted in a basic disagreement about the role of the university in our society.

Traditionally, university life has been outside the mainstream of political, economic, and social life, but no longer can the university seek to nurture the development of intellectual capacities as if they were in a vacuum, unrelated to issues and needs within our society, because even though some people continue to assert this objectivity and detachment as part of the rhetoric and myth of the academic community, in reality the university is already deeply involved as an institution within our society.

However, many students criticize the quality of present involvement of the university in the community because of the subservient, rather than critical relationship which has developed. They criticize the quality of interdependence of the university and society because it has led to the current tendency to view the university as a service centre for society, without examining the effect of that role on the university or making any moral judgment about the results of the university's service within society.

The third source of unrest is the widespread feeling that something is wrong with the kind of society that is taking shape in this age of industrial technology. In a recent poll taken by *Fortune* magazine among American

students entering college, 40 per cent of the students indicated that one of their goals is to bring about change in the world.

There are within our society, and particularly within the American society, sources of economic and social injustice, and a seeming inability of governments to come to grips with these problems. Many young people, and indeed, increasingly large numbers of adults, are becoming disenchanted not only with the competence but the willingness of governments to come to grips with these problems. This leads them to feel that perhaps action outside the established channels of government will be more effective in pressuring for change.

These factors which contribute to unrest in our society and in our universities are experienced and acknowledged by students in varying intensities. Students respond to them in different ways. There are those who accept the Marxian-Marcusian analysis and believe that we must work for revolution in our society. There are those who are liberals rather than revolutionaries, and believe that change can be attained through the democratic process and within the rule of law.

The problem universities face is to maintain order and academic freedom while still heeding legitimate requests (or demands, as the case may be) for reform. The fact that there are grave problems within our society, does not justify the use of any means against them, as some students seem to think. The sequence of confrontation politics has now become a deplorable custom on American campuses, where small bands of rebels seize a university building to protest a university policy and to deliberately provoke a crisis. Police are then summoned to oust the intruders, and moderate students, angered at what they feel is police brutality, are radicalized into organizing a strike. These rebels are the same students who criticize the university for shirking its ideals for expedience and becoming a service centre for a so-called "corrupt" society. They condemn the university for giving way to outside pressures and prostituting itself for research grants, etc., and for abandoning the role of educating and thereby liberating students from their environment. And yet at the same time they seek to force *their* point of view upon the university through violence.

In the name of democracy, they use force and violence. In the name of freedom, they deny to other people the right to present their points of view. In the name of humanity, they engage in confrontation politics, which are destructive of both physical and human resources and which develop antagonisms and hatreds which destroy human relationships. In the name of academic freedom, they occupy university buildings and prevent other people from utilizing those facilities to carry out their educational work. In their concern with fighting social issues, they would disrupt the universities which are best equipped to analyze and attack those issues. The physical and intellectual violence in which the left-wing

students engage cannot be tolerated on the campus, for a university is the place above all places where freedom to dissent must be held sacred. However, universities may continue to experience difficulties until they mobilize a moderate majority that respects institutions as much as individuals.

Universities are becoming better equipped to deal with confrontation tactics, and most important, the majority of students are becoming aware of the tactics and goals of revolutionary groups, less vulnerable to the manipulations of these groups, and more aware of the alternative ways available to resolve university problems through co-operation and discussion rather than confrontation. Students across the country have been reacting against the kind of tactics advocated by the revolutionary few. The withdrawals from the militant Canadian Union of Students are the indication of a significant trend. The revulsion which followed the Sir George Williams violence opened the eyes of many students to the destructive implications of that type of protest in terms of human as well as physical resources. But that does not mean that the majority of students are content to accept the status quo—it means only that they are willing to use different methods of making their concerns known and of working for change. It means that they are reformers dedicated to salvaging the university rather than revolutionaries who would ravage it. If they find that their approach is ineffective because the so-called "establishment" is unwilling to consider their ideas on a give-and-take basis, they may be driven in frustration to employing other tactics.

Student activism is a response to conditions within our society and within our universities—a response which challenges many of the basic assumptions that underly our rapidly changing society. Student activists certainly do not have all the answers—but they do have a lot of the right questions. The activist response cannot be explained exclusively on generational lines, or political lines, but on the tension between the old and the new in our society and in its microcosm, the university. It is fortunate that many members of the older generation are activists too, because they will help to preserve many values from the older world and the wisdom generated from experience, while at the same time realizing that there is much to be learned from the insights of the younger generation concerning the nature of the present-day world and the future.

Together, the generations must seek to deal with their conflicts in a humane and generous manner and seek to promote communication and understanding which will contribute to the solution of those conflicts. Ultimately, one important purpose of this communication, and of the educational experience offered by the university, should be to make the student a more practical and effective activist because surely passivity cannot be considered a virtue in a democratic society.

CUSO: Alberta's involved ambassadors

By Gunnar Odhner
TRAIL Staff Writer

From Canada over a hundred different organizations send volunteers to countries of the Third World. One of the largest and fastest growing of these organizations is CUSO, Canadian Universities Service Overseas, an independent, non-profit organization that recruits, selects, trains, and sends skilled personnel to countries requesting professional assistance. The most frequent assignments are in engineering, teaching, agriculture, and medicine.

In its first year, 1961, CUSO sent seventeen volunteers to four different countries, all but two from Ontario, where the movement started. This year CUSO has about 1,100 Canadians assisting in educational and technical projects of over forty countries. The volunteers are not only students and recent graduates, but also middle-aged and retired Canadians who feel that their experience and accumulated knowledge can be used by a developing country.

The amazing growth of CUSO and similar organizations reveals a sizeable need, and a strong interest in other parts of the world among university-educated people.

The development could also be seen as part of the social phenomenon of student involvement and general "awakening" to international problems and needs.

The experience in the foreign country often leaves a few volunteers so engrossed in what they are doing that they remain for a longer period than the stipulated two years, or go back to their host country and settle there.

Everyone, however, does not apply to CUSO merely out of a sense of concern or social awareness. There are other motives involved, as many motives as there are volunteers. But selection committees hope that a sense of concern is present even in the most adventuresome. However difficult their task, the selection committee must always keep in mind "not to send underdeveloped people to underdeveloped countries," a guideline that should be interpreted not only according to its professional implications.

Many volunteers find, whatever the reason for their stay abroad, that the experience has something very definite to teach them. One civil engineer discovered that "no Canadian job would offer such opportunities for developing skills like adaptation and improvisation."

Girls arriving for a new term at the school in Zambia where Martha Munz taught.



Careful screening of do-gooders, sentimentalists, reformers, and political agitators cannot, however, prevent some "accidents." Frank Bogdasavich, the director of CUSO in Ottawa, told *Maclean's* magazine about two Canadian technicians who responded to an anti-American protest in Tanzania by telling students that the West worked out an advanced technology "while the Africans were still in the trees."

Incidents like these are misunderstandings of the volunteer's task. CUSO personnel are in the developing country—and are paid by it—as a result of a request from that country's government, and only to provide professional services. Many times this can be difficult to keep in mind, especially if the arriving volunteer, with an honest desire to work, is met by people openly demonstrating hostility toward "whites."

Then, a little idealism and a belief in what you are doing is essential to overcome the problems.

The University of Alberta has a leading position in recruitment of volunteers for CUSO. DAVID LYSNE, BA '63, MA '66, Assistant Dean of Men and Foreign Student Adviser at the University, and a returned CUSO volunteer, attributes this to a very active local committee, and to returnees who relentlessly promote CUSO and its work abroad. He points to the fact that the University has more recruits per capita than any other university in Canada. This year The University of Alberta's CUSO committee has accepted 38 students for overseas assignments. Canada's largest university, Toronto, has accepted 46 volunteers, and the Montreal universities collectively, 42.

The present chairman of the local committee, and to whom much of the success must be credited, is R. C. W. HOOPER, who has held the position for the last three years. He is a graduate of the Royal Military College with twenty-eight years of army service; during World War II at the Canadian Military Headquarters in England and as a Staff Officer at Western Command. He became associated with The University of Alberta in 1952



when he served for five years as Resident Staff Officer of the COTC. He is now Dean of Men and Foreign Student Adviser at the University.

Major Hooper succeeded J. KING GORDON, who was the second CUSO chairman in Alberta. Professor Gordon, a graduate of the University of Manitoba and Oxford University, is a former Professor of Political Science at The University of Alberta. Before joining the staff here he was a senior officer of the United Nations Secretariat (1950-1961), and served as a UN representative with the division of human rights and with technical assistance programs in Korea, the Middle East, and the Congo.

The first person to become chairman for CUSO in Alberta was R. B. WISHART, Administrator of Student Awards at the University.

To Major Hooper, as to many volunteers and returnees, the CUSO program has a twofold significance. Not only does it provide assistance to foreign countries, but also gives young Canadians international vision and understanding. The returnees are already beginning to change and challenge many Canadian institutions; they seem to have gained insight into themselves and their country through their work abroad.

The aspect that programs such as CUSO's are two-faceted is very often forgotten, although never by the volunteers themselves. They feel that their experiences have helped them to grow at the same time they have been able to give something in return.

There are now six areas of the world to which CUSO sends volunteers: East and Central Africa, West Africa, Francophone Africa, Asia, the Caribbean, and Latin America. How urgent the help is can best be understood by a figure mentioned by David Lysne. At the present CUSO is able to meet only one out of ten requests from developing countries. This means that there is an increasing demand for professional personnel in these countries—and that CUSO has a future.

We have asked a number of CUSO volunteers to tell us some of their impressions and thoughts regarding their work. Their stories follow . . . two or three from volunteers who have returned home, but mostly reports from students who are now overseas.



*Boy selling oranges in Kawamba—Martha Munz bought the whole panful for three cents.
Zambian woman making katubi, beer, for a party;
photograph by Daniel Creurer.*

‘One class spent most of two weeks learning how to use a ruler’

David Gue graduated from The University of Alberta in 1967 with a BSc and several first-class standing prizes. After returning from Sierra Leone he hopes to do graduate work in physics.

Yengema Secondary School
Yengema, Sierra Leone

I know from the occasional comment in a letter that even my most carefully unsensational descriptions of Sierra Leone must seem exotic to people in Canada. The bewildered snake that wandered into my class last year and frightened the students out the windows was certainly memorable, and not that unusual: I have since had similar encounters with a scorpion and a tsetse fly. But any reasonable idea of volunteer life must balance that experience against, say, the two days I spent just helping to mark the school athletics field for a sports meeting—by hand, because the only available lining machine refused to work. Different from Canada, certainly, but not particularly interesting or enjoyable. Life in Africa is almost always different in some way, but the glorious adventure aspect generally increases as you get farther away from the reality.

Teaching is like that too: the high spots stand out and the enormous plodding in between is overlooked or forgotten. I happily describe the student who voluntarily decided to use logarithms while figuring out a complicated ratio problem; or, at the other extreme, moan about the young class that spent most of two weeks learning how to use a ruler, by which time about a third had mastered it. The majority of ordinary days, average classes, and completely unexceptional routine, hardly gets a comment.

None of this spoils the unusual occurrences, and sometimes helps make them possible. I doubt whether a day-long hike through twenty miles of bush would have seemed appealing last Easter had the previous three weeks not been spent behind a desk setting, supervising, and correcting an endless series of exams. Yet that walk was an intriguing glimpse of the slowly changing world of subsistence farms and isolated villages which lies hidden, iceberg fashion, under the new secondary schools and modern African towns. Part of our path was a motorable track over which two or three trucks might struggle every year, collecting and buying surplus produce. At many farms, the first thing we were shown was the school certificate earned by one of the older boys.



The new ways and the old—students and their school bus, and the communal swimming hole, at Yengema, Sierra Leone.
In some communities CUSO volunteers taught the first generation to achieve literacy





Children's devil dancing, and a "market mammy" annoyed by Education Week clean-up outside the school in Yengema, Sierra Leone; photographs by David Gue.



A blind patient entertains patients, visitors, and staff in the courtyard of St. Jude's Hospital, St. Lucia, West Indies; photograph by Lynne Purser.

And once we wandered out of the bare savanna to the strains of a portable record player: another educated son had returned home for a visit, bringing the family proof of his success.

An increasing number of volunteers, like myself, live and work in a much more familiar, urban situation. Our contacts with traditional African society are just that—contacts, and not the continuous embrace we must sometimes suggest. Most of the time, the change from the Canadian scene comes at a more mundane level. I still notice water pipes laid casually on top of the ground; my Edmonton-formed mind insists they will freeze in the winter. Last summer, travelling on the edge of the Sahara Desert, I went into a movie theatre one night and happened to lean back to gaze at the ceiling. There wasn't one, but when you think of it, why bother with a roof if the annual rainfall is less than eight inches? Coming out of the theatre, I could see the North Star very low on the horizon in one direction, and the Southern Cross in the other. The difference is there, all right, and I'm glad I've been able to experience it.

"But what have you really done?" persists a friend, finished with university and earning four times my salary. Well, apart from organizing the school library to an unprecedented level, from which it will assuredly descend once I leave; apart from painting lines on the school's new asphalt basketball court, which will be washed away in a few years by the rains; except for these and a few other, equally transient accomplishments, not much. I have taught a smattering of maths and physics to a few boys, who will probably use it as seldom as most Canadians use their high school maths and science. But last year we had no basketball; six years ago, there was no school here; and forty years ago only a few missionaries had ever come to this area. The direction of these developments is clear, and even if I were convinced that the change itself is wrong, I'm not sure anything very effective could be done to stop it. What can be done is to work with the changes, and try to influence those with which you are directly involved. That's what CUSO volunteers have done: we have tried. And if in the process we have grown ourselves, have we failed?

David Gue

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'Many of them enter training with no knowledge of the body or disease, yet they are eager and able to learn'

Lynne Purser is a Registered Nurse, trained at The University of Alberta. She received her diploma in 1965 and has since worked as a general duty nurse in Killam, Alberta. Like most of the CUSO volunteers she has travelled before, mostly in Europe.

St. Jude Hospital
Vieux Fort
St. Lucia, West Indies

"Ah—the Caribbean—lovely beaches and warm sun." People sighed with envy, when they found that CUSO had posted me to St. Lucia. Others were a little disdainful. "An easy assignment . . . no language barrier . . . no hardships . . . no challenge . . . all you will do is sit around in the sun." Although it is easy to be happy in this paradise, I have found that there hasn't been much time to sit around.

At first, I thought I would be nursing in a mission hospital. But Mother Irma, the director, wrote offering me a teaching position. I accepted a little hesitatingly because I had had no teaching experience.

I arrived, not knowing what to expect, to find that St. Jude is a modern, well-equipped hospital. It is run by an American order of nuns, the Sisters of the Sorrowful Mother. The fact that it is better equipped than some hospitals at home is due mainly to donations from people, organizations, and hospitals in the United States and Canada. It was opened in October, 1966, and is staffed by St. Lucian student nurses who are supervised by St. Lucian nurses (who have trained elsewhere) and volunteer nurses (five of the ten volunteer nurses who have come and gone during my two-year stay here have been from Edmonton).

One permanent doctor is also responsible for the health clinics throughout the southern half of the island. He

is extremely busy, so the nursing staff are responsible for more things than they are at home. Everyone is thankful when a volunteer doctor arrives for a month's working vacation.

With the help of the volunteer nurses and short-term tutors, I have been attempting to teach a three-year nursing course to the students. I have learned far more than they have, as I have taught (at least once) every nursing course from maths and English to psychiatry and sociology. Besides teaching, I also try to draw up course outlines and objectives, and do a few other similar things that I have no idea how to do. Frequently I wish for more education.

At present, I am teaching four classes of student nurses—thirty-five in all—and two classes of nursing aides. The students are gems. Many of them enter training with an equivalent of a junior high school education and no knowledge of the body or disease, yet they are eager and able to learn. Their progress is amazing. The seniors and many juniors are capable of managing a ward.

Of course I have made many mistakes—mainly taking general knowledge for granted. The first time I taught a group of students to count a pulse I thought that everyone caught on quickly. I felt pretty good about it until they tried it out. Then I found out that they didn't know that there were sixty seconds in a minute. Now I start a new group off by teaching them to tell time.

Local customs and superstitions determine their attitude towards disease and treatment. Some of the students find it hard to believe that eating bananas and butter together will not make you sick.

After seeing a schoolroom in town that had six classes of over 120 students and no teaching aides, I feel very grateful for my large, well-equipped classroom with its good library. Occasionally I have to stop class to shoo a stray humming bird back out a window or chase a giant frog out the door. A dog almost delivered her pups on the floor one day, but it wasn't an obstetrics class so I thought I should send her out.

Many CUSO volunteers become frustrated because they can't see any results. Although I have my frustrations, I am lucky as I can see concrete evidence of my students' progress. It makes me feel hopeful for their future. Even if they get married and settle back into the community they will be able to raise the health standards by example and teaching. Most of the deaths which occur in children are the result of a communicable disease or malnutrition. These conditions are preventable and I hope the students will do their part. The nurses who continue to work will soon find themselves in responsible positions in the hospital, clinics, and the nurses' association. Soon St. Jude will need no more volunteers if our dreams all come true.

Lynne Purser





'We relished the chance to do a job where we were really needed'

Don Poole graduated in mechanical engineering from the University of British Columbia and followed this up with a Physical Education degree from The University of Alberta. Juanita is also a graduate from UBC and has taken a one-year post-graduate teaching course at The University of Alberta. They have both travelled widely, in Europe, Asia, and South America.

Dr. Obote College
Lira, Uganda, East Africa

It was not difficult for us to decide to join CUSO, but it was indeed difficult for some of our friends and relatives to understand our choice to do something which to them seemed unproductive and only making us "two years behind everyone else" in the race to get ahead in the North American way of life. We were (and still are) not content to settle only for Canada. The latter is easy to do but is just not enough for us.

Both of us had travelled before, and we relished the chance to do a job where we were really needed—to the extent that if we weren't there, then people would truly feel the lack. This is something hard to imagine in Canada. CUSO presented the chance to learn about what we quite honestly knew nothing about. It was our knowledge of our lack of knowledge which encouraged us to go and find out about this Third World.

And so, after a six-week orientation course in Montreal, we arrived in Uganda—a country we could not have accurately placed on a map five months before. It is a small inland country, right on the equator and Lake Victoria. Landscape varies from the snow-capped 16,000-foot peaks of the Ruwenzoris to lush tropical land and the dry plains of the north. Being about 4,000 feet above sea level, there is a pleasant, moderate climate most of the year.

The major disappointment was that Don was not permitted to do the promised job of being physical education adviser to five secondary schools in our area. Instead he is a physics teacher—with games to supervise, like all other teachers, twice a week after school hours. The Ministry of Education patiently listened to his arguments, but countered with their side that Uganda needs a physics teacher before it can bother with physical education. (Despite this, physical education is beginning to take a place in the curriculum. The university has just begun a physical education option for teachers.) I have been content with history and English.

Zambian schoolgirls try to straighten their curly hair (their comb is made of bicycle spokes), and a well-to-do Zambian mother and child; photographs by Daniel Creurer

A further reality (and very much to our disappointment), was finding so few African members on the staff—and often none at all. At present we have one Ugandan, one Sudanese refugee, ten British, and us. This prevalence of British people sharply reminds us of the heavy influence of British colonialism.

There is a teacher shortage and without us our school would quite literally have no one in our places. The first term we were here was the first time it had been fully staffed in the four years since it began as a government secondary school. (Interestingly enough, it began with a full staff of Peace Corps Volunteers.) This term we are again short-staffed—with some momentary relief being provided by a second-year university student teaching for six weeks as his “summer job.”

Teaching time is busy—particularly as our school is a boarding school for over three hundred students (thirty-five are girls—a new addition this year). The school is very much “rural,” being five miles from the nearest town and 250 miles from the capital city. The existing buildings are remnants of its missionary history beginning over forty years ago, though at present much construction is in progress, thanks to a huge World Bank loan. Students are in the equivalent of Grades 9 to 13; ages are from thirteen to twenty-five. All lessons are in English, which they have been learning since their primary school days. They do amazingly well considering their great lack of background experience—most come from a home which is a mud hut.

The fees of about \$75 a year (tuition, room and board, uniforms, all supplies) are painstakingly gathered together by all the relatives of the students. Keep in mind that the average yearly income in this area is about \$30 for a peasant farmer; an office clerk with a high school education might get \$750.

It is prestige to have a relative in a senior secondary school, and there is also the prospect of a prosperous future for the student which will hopefully rebound back on his early supporters. Also, educated girls can command a higher bride price—perhaps \$300 plus numerous other items. The keen attention of students in class makes for rare discipline problems. The students are in school for a reason and most make the best of their golden opportunity. Only about 15 per cent of primary school leavers manage to get (and afford) a place in a government secondary school.

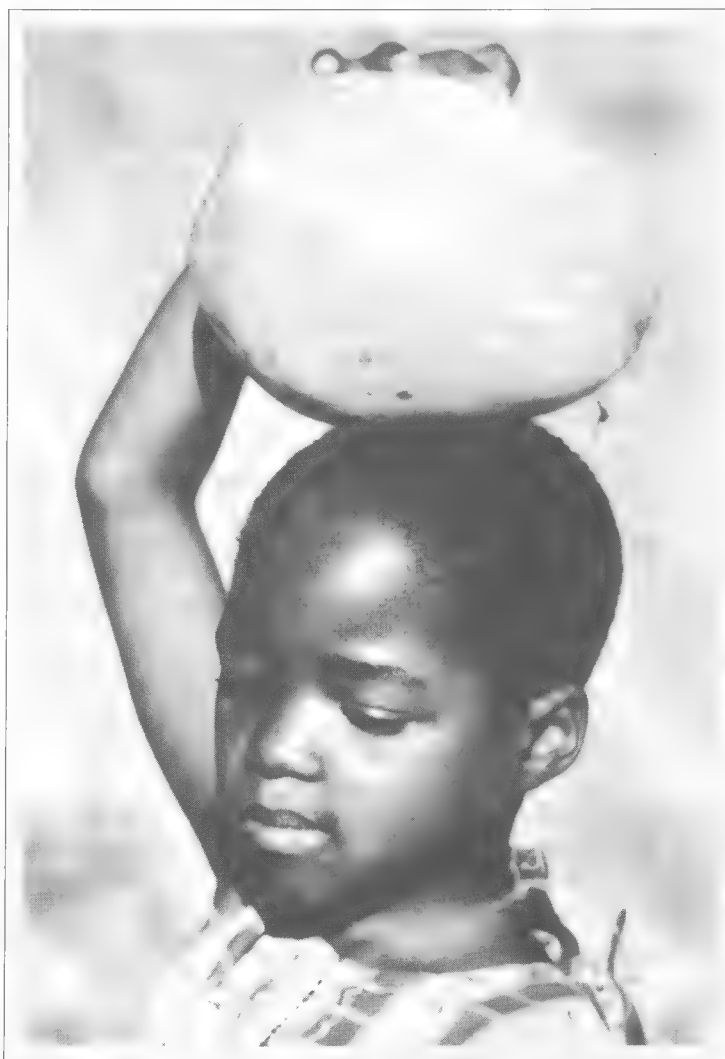
But school life is not everything. The life of a volunteer, at least in our case, is a very pleasant experience. We have a nice little house—with a huge garden, electricity, hot and cold running water, and the so-called luxuries of a houseboy and gardener. The last point deserves some explanation as it has been a point of criticism from Canada of volunteers. To have household help is the normal pattern of life here; an African in my job would have the same. We are sent to fill a job at the local level and this is part of it. Moreover,

the local people feel it is our duty to them to provide this employment for those who otherwise would be unemployed.

Our salaries are paid by the Ugandan government and are precisely what an African with the same qualifications would earn. We are also subject to local taxes. And yet we must admit we fare quite well as we net about \$385 between us each month. We have bought an old Volkswagen and though gasoline (90 cents a gallon) and food prices are high, our subsidized rent is only \$10 a month.

Juana Poole

*Young girl with papaya, a melon-like fruit.
This photograph, and several others, are by
Daniel Creurer, now a graduate student in
the Department of Educational Psychology.
With his wife Nicole he spent two years
as a teacher in Kawamba, Zambia, at
St. Mary's Secondary School.*



'Our diet is almost completely Canadian with the additions of mangoes, guavas, papayas, lulo, maracuya, guanabana, pitalla, yca, aracacha, and beans'

Susan and Tony Vander Voet are both graduates of The University of Alberta. Susan earned a BA in 1965 (and a BSW from the University of Toronto in 1966), and Tony's degrees are a BSc honors, and an MSc in chemistry in 1967. Susan's main interests are in the field of community development. Before applying as a volunteer for CUSO she worked in two communities in the North, and helped develop a recreational program for children in Fort Resolution. She has also worked for the City of Edmonton as a probation officer for juvenile delinquents.

Bogota, Colombia

Many have the idea that living in South America means living in a little thatched-roofed ranchito, eating tamales, taking four-hour siestas, and watching the sun set behind the cactus while coyotes howl and a lone guitar strums in the distance. Bogota is a bustling metropolis of over two million people settled on top of a mountain 8,500 feet above the sea. Our thatched-roofed hut is really a three-bedroom penthouse with hot and cold running water, gas, etc. The howling coyote and plaintive guitar are replaced by the diesel buses; it gets too cold at night to watch the sun (when there is sun) sink behind the high-rises. We eat few tamales; our diet is almost completely Canadian with the exotic additions of mangoes, guavas, papayas, lulo, maracuya, guanabana, pitalla (cactus fruit) and the not so exotic additions of yca, aracacha, and beans!

We do not spend our days weaving and plowing with the natives, but rather we work on a normal eight-to-five basis in a professional capacity. Susan teaches social work for a private international organization—the Foster Parents' Plan. The only plowing I do is trying to get some chemistry into the heads of students at the Universidad Javeriana where I am the head of the Chemistry Department (may my ex-professors not laugh so loudly).

Susan is trying very hard to teach and supervise about thirty-five untrained social workers, who each have a case-load of about two hundred families. These families have extremely limited economic resources and very little or no hope of improving them. The social problems of Colombia, especially in the large centres, are quite basic—lack of food and shelter for a great number of poor families. Susan feels that with the serious lack of

institutions and funds to help these, social work as we know it in Canada is still a luxury in Colombia.

Pure sciences here are also a luxury, and because of low salaries, there is a tremendous brain-drain to North America. This is why, with only a master's degree, I can feel somewhat needed and can occupy the position I do, something which could never happen in Canada. As I am the most highly qualified chemist in one of Bogota's larger universities, you can imagine the scarcity of technical knowledge. There are Colombian chemists, physicists, and mathematicians, and there are excellent technical facilities here, but the lack is in quantity and not in quality.

Tony Vander Voet

Everywhere the children line up and wave at passing traffic. These huts in Kenya are quite comfortable inside, John Gishler reports.



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'It made us wonder at the morality of so few having so much'

John Gishler graduated from The University of Alberta in 1965 with a BA in economics, and was a CUSO volunteer from 1965 to 1967. Since then he has worked for the Government of Alberta, and most recently as a research analyst with Hu Harries and Associates Ltd. During his years at the University he was a member of the Political Science Club. His wife, Claudia, was a CUSO volunteer at the same time, but taught at another school, Nakuru Secondary School. This was a boarding school with five hundred students and thirty teachers, and Claudia was head of the French department. Her BA in Political Science and Geology from The University of Alberta made her suitable to teach other subjects too, such as chemistry and geography.

Our first impression of Kenya was the long green drive through the evening warmth from Nairobi airport, down into the Rift Valley and across this forty-mile-wide fracture to Nakuru. The deputy headmaster had come to meet us along with Mr. Patel—known as R.R. to distinguish him from the other four Patels at Menengai High School. Unfortunately R.R.'s Morris didn't have a third gear, so the hilly trip was made slowly in second and fourth gears. The next morning at eight o'clock sharp, after a night under mosquito netting (which was amusing but unnecessary), our two years of teaching in Nakuru, Kenya, began.

Nakuru, in the middle of the former "white highlands," was the farming capital of colonial Kenya. The rich volcanic soil still grows the best coffee and tea in the world—but now Africans have taken charge of the large estates, formed co-operatives and hired some of the former owners as managers and advisers. This changeover process is slow, but in some cases production has increased, contrary to pre-independence predictions. Europeans who accept their new status as guests in an African nation are welcome.

Nakuru has thus changed its atmosphere considerably from the days when Lord Delamere rode down the main street shooting up the hotel windows—Why not? He owned it! This same hotel lounge, formerly an all-white

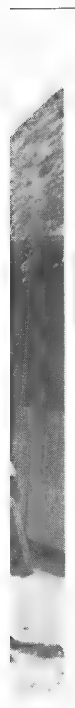
preserve, now has people of all races eating and drinking together. This is what many said (and some still do in other parts of the continent) could not happen. While the Africans we knew felt a little uneasy at first, over our two-year stay this uneasiness decreased, as they and we gradually became color blind.

Similarly, Menengai High School (formerly a government Indian school) where I taught geography, history, and physical education, became integrated. As the influx of Africans passed up through Forms 1, 2, 3, and 4, they mixed well with Asian and European children, emphasizing the fact that racialism is a taught rather than inherent value.

One of our major activities in Nakuru was the establishment of a school library at Menengai. Because the purchase of books for a school library involved additional accounting which nobody was willing to undertake, about \$2,000 collected from students to buy new books was kept in a bank account. Long and delicate negotiations were required to free the money, buy the books and reorganize the library. "Mr. Gishler's new system" (known elsewhere as the Dewey Decimal System) was introduced to students and staff as the key to finding knowledge in either the card catalogue or on the shelves. The great use made of the library by students (who in many cases had no place else to study or other access to books) banished any doubts entertained about the value of the "new system."

While Kenyans may lack technical knowledge and material wealth, they have family and interpersonal relationships which we could well adopt. In the post office the difference between the cultural value of people versus things was most apparent. Unlike Canada, where we stress the efficient running of the system, the Nakuru post office put people ahead of efficiency. This meant that people behind you could wait while you and the clerk discussed the weather, families, and taxes. In spite of the delay I had to admit it was pleasant and nobody got ulcers. And, it worked.

We found it hard to adjust to the change of pace and to accept it at first, but we gradually realized the wisdom of gracious living and truly meaningful personal relations. On our return to Canada an even more difficult transition (back to the rat-race) had to be made. The machine-like dealings in Canadian stores seemed downright rude, everyone was busy doing nothing and the affluence was staggering. Our eyes bugged every time we went into a large store—it became a form of recreation. It also made us wonder at the morality of so few having so much in the way of physical goods while others had nothing; and of the price, in terms of lost human dignity and individuality sacrificed to produce this physical affluence.



John Gishler (left of the fold) and his Scout Troop, at a rally in Nakuru, Kenya

John R Gishler



*Fisherman and family with eight weeks supply
of dried fish for St. Mary's Secondary School;
photograph by Martha Munz*



*The home economics teacher at work:
Martha Munz in her classroom,
St. Mary's Secondary School*

'The students at our school represented the first generation to learn to read and write'

Martha Munz, a returned volunteer for CUSO, taught in Zambia. She graduated from The University of Alberta with a BSc in 1961 and a BEd in 1965. She is very active among the returned volunteers, promoting the work of CUSO, and is now Assistant to the Dean of Women and Warden of Henry Kelsey Hall at the University.

My assignment was in rural Zambia as a teacher of domestic science (or home economics as we would call it in Canada), and I found myself taking part in a tremendous educational revolution.

When I arrived my school was barely one year old and had a hundred students. I was the fifth teacher there and it was the only girls' secondary school in the Luapula Province, the most densely populated, yet least developed, province of the country. During my short two years at the school, the student population increased by a hundred each year. Classrooms, dormitories, and teachers' houses were built from locally-made bricks, and the number of teachers increased to fifteen. At the same time, three other girls' schools of comparable size were built in the province.

Only five or ten years ago, it was considered foolhardy to send girls to school. In 1966, one-tenth of the children attended school but Dr. Kaunda's government has a goal of nine-tenths by 1970. This great thrust toward universal literacy will require thousands of expatriate teachers for the next ten to fifteen years, until government and industry have used the initial graduates and secondary teacher positions can be filled by Zambian graduates.

The students at our school represented the first generation to learn to read and write, and to learn and manipulate facts from books. Imagine the implications! Their parents and families are living on subsistence farms. Some may have uncles or brothers who work in the copper mines and so have been exposed to complications of money. These girls, when they graduate with their Cambridge School Leaving Certificate, will become Zambia's pioneer group in nursing, teaching, and office jobs, or will marry Zambia's first African leaders in government, business and the professions. It is exciting to be a part of the edge of change and one only hopes one's influence is a positive one.

Why does CUSO offer an experience that takes such a hold on Canadians today? Perhaps it is because it is one of the few remaining areas of work where one is expected and able to use every facet of one's interest, training,

and abilities. Your own willingness is the limit to what you do. Perhaps it is because of a way of living, new to us, but traditional to our hosts, that is very warm and human, where tears are not hidden but emphasized with wailing, and laughter is free and hearty. Perhaps it is a sense of being a part of something that is greater than oneself that has direction—an on-going process of modernization and development. Or perhaps it is the thrill of stepping into the unknown, making adaptations in oneself to suit the situation. Whatever the motivation, the CUSO volunteer is almost sure to benefit in some indefinable way from being personally a part of a direct cultural change.

Martha Munz



CUSO volunteer Geoff Milligan, BA '66, discusses wheat production with an Indian family and a government agricultural officer. The farm was a joint CARE-CUSO project near Jaipur, the capital of Rajasthan, intended for co-operative seed multiplication farming. The wheat production on this land helped to pay for schools and teachers' salaries.

'Even the frustrating and sometimes disillusioning moments have been valuable'

Hans Smits studied sociology and psychology at The University of Alberta, and received his BA in 1967. He is on the executive of Alberta Young New Democrats. His CUSO assignment has taken him to a secondary school about seven miles from the girls' school where Martha Munz taught. For social gatherings the boys walked to the girls' school.

Kawambwa Secondary School
Kawambwa, Zambia

Preparing for my return to Canada after nearly two years in a Zambian secondary school in the "bush," I am struck with many contradictory feelings. I am looking forward to returning home. At the same time, one cannot live and work in a place for two years without feeling some sadness at departing.

In Zambia, my life and work took place mainly in a secondary school for boys. It was a boarding school, which means the school, with over five hundred students and twenty staff members, is quite a community in itself, and one's time is taken up much more by life in the school than it would be by a normal day school. Most of the secondary schools in Zambia are boarding schools in rural areas like the school I taught in. On the whole they are functionally built, and surprisingly well equipped in most cases. Being in rural areas, they also stand out as islands of considerable government expense in the midst of the obvious poverty of the rural population.

Imagine for example, having to teach British and European history to kids who barely have a proper understanding of their own country's history.

A facet of my experience about which I have felt unhappy is that although I am a "volunteer," in the eyes of the Zambian people, I am still a "European," despite the fact that CUSO people in Zambia receive a much lower salary than most foreigners and many Zambians. It is not possible to become "Zambian," especially in only a two-year period. I often regret not having made greater effort at learning the local language, for example.

Working in the school, most of the contact I have had with Zambian people has been with the students themselves, and I have found it is all too easy to become insulated from the society and culture outside the bounds of the school. This tendency is aggravated by the fact that most of the schools in Zambia, like the school I work in, are staffed by expatriate teachers, primarily from Britain. Thus one often finds a miniature English suburbia in Zambian secondary schools.

I have gained greater pleasure and have found more rewarding results from activities outside the obligatory school duties. For example, during the time I have been at the school, I have worked with some of the students to establish quite an active "young farmers' club," so that we raised poultry and provided the school with vegetables from an extensive garden. I have enjoyed this activity immensely. Not only did it allow me to escape the formality of the classroom to associate with the students on a level closer to equality, but I think it has also interested at least a few students in the possibilities of agriculture, and in general has improved the image of farming as a useful and profitable occupation. The club provided a good example of "incidental learning"—I think the students who participated learned considerably, and I too learned much in the process. For example, when we began considering the construction of a poultry house, everyone thought it would cost too much to build. With a bit of "self-reliance" and hard work, however, we managed to construct a large poultry house, from making the actual bricks to putting on a thatched roof, with very little money. Similarly, other activities such as coaching the basketball team, though I have never played basketball myself, have provided a chance to work with the students in a way not always possible in the restrictive environment of a classroom.

Perhaps the most significant aspect of my experience as a CUSO volunteer is the difference with which I regard CUSO now as compared to the time of my departure for Zambia. To say that I have learned a lot misses the point; it is more a realization in concrete terms of what it means to live and work in a part of the world where matters such as employment, food, health, and education cannot be taken for granted. This increased awareness (in addition to having had the opportunity to participate in the life of another country when I was young, inexperienced, and without anything really valuable to offer) is what I consider to have been a reward for my two years as a CUSO teacher in Zambia. Even the frustrating and sometimes disillusioning moments of my job have been valuable to me, if by them I have become a bit more mature.

Hans Smuts

'The university operated at night because the majority of the students worked during the day time'

David Lysne will leave his position as Foreign Student Adviser and Assistant Dean of Men at The University of Alberta this summer to go to Ottawa and the Foreign Branch of the Department of Manpower and Immigration. He is a graduate from the University, receiving his BA in history in 1963. He worked as a social worker until he started his master's degree, which he finished in 1966. Between 1966 and 1968 he was a CUSO volunteer, and since his return has worked in his present capacity. The trip to South America almost proved to be a honeymoon for David, married three months before departure. His wife, Linda, who graduated from the University in 1962 with a BA in psychology, taught at a secondary school in Guyana.

It was not easy for students to attend the University of Guyana. Classes were held during the term from 5 until 11 p.m. each night, Monday through Friday. It was necessary for the university to operate at night because the overwhelming majority of the students worked during the day time. Most of the students were teachers or civil servants who were not free to attend classes until after their official work day was over.

It was a chronic complaint among the headmasters in Guyanese public schools that if their teachers attended the university, school time was used to complete university assignments. While the headmasters' complaint was probably valid, the same students also worked between the time they arrived home from university classes and the time they went to work the next morning. It was not uncommon to hear of a student going to bed at midnight and waking three hours later to complete a university assignment. Understandably, married students, perhaps even more so than in Canada, did not see too much of their families during the term.

It was not, however, simply a matter of finishing work



Repairing a road in Bukeye, Burundi.

This photograph, and our back cover picture, were taken by Elizabeth Dugger, BA '64, who is completing her two year assignment as a teacher in Burundi this year.

and then attending university at night. Many of the students came from distances which often took the better part of an hour to travel. Moreover, the distance was not necessarily covered by car but often by motorcycle, in the rainy as well as the dry season.

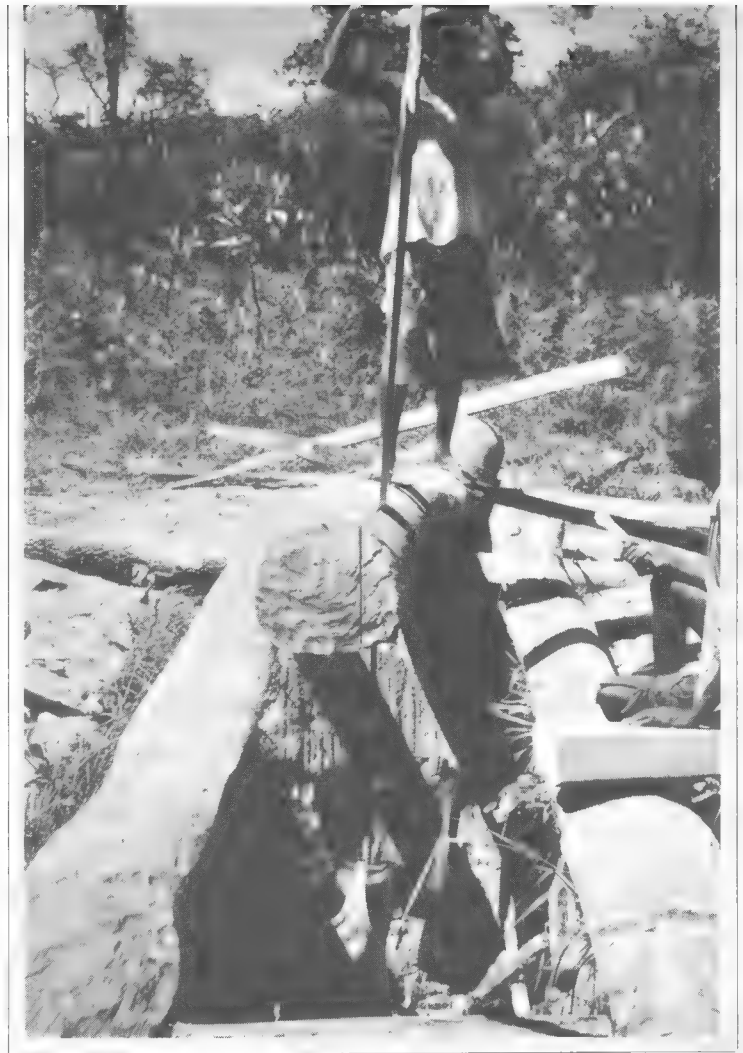
The students could not even look forward to obtaining a degree in three years. For obvious reasons it was not feasible to take, in one year, a normal program of five courses. Students who sought an ordinary bachelor of arts degree usually took courses at a rate which allowed them to complete the program in a minimum of five years' evening study.

Another difficulty, for students and staff alike, was that the university had no buildings of its own. This particular problem is now in the process of being overcome as the Guyanese government, in close co-operation with the Canadian International Development Agency, and the British government, is building a campus at Turkeyen a few miles from the capital of Georgetown. The new campus will be completed by September, 1969. For the first six years of its existence, however, the university, out of necessity, held classes in Queen's College High School.

Yet, despite these imposing difficulties, at the university's first convocation in 1968, approximately thirty-five students graduated from the University of Guyana. At least four of these graduates were accepted by universities in Canada, the United States, and Great Britain for post-graduate study. Each one of these students who went abroad successfully completed his first year of graduate work.

It was encouraging to see that the student response to these difficulties was one of grim determination to press on with their education in spite of the odds.

Daniel E. Lysen



Zambians at work: Pit-sawing a log; the sawyer in the pit, hatless, stands in a rain of sawdust. Building a house; the women fetch elephant grass and the men do the thatching. Its walls are mud, its roof frame light poles. A completed house is at right. Photographs by Daniel Creurer.





Humor and the law

By L. C. Green

Humor is not the prerogative of any group of judges or any particular national jurisdiction. Nor is it confined to any single branch of law.

Nuisance exhibits itself in strange forms and frequently the cause of the nuisance lies in an unpleasant smell that has been allowed to escape, to another person's annoyance. A story is told in Malaya about two English residents of Penang who were both members of the city council before World War II. One of the most popular fruits in Malaya is the durian and perhaps its most significant characteristic is its obnoxious smell, which apparently is not noticed by those addicted to it. It appears that the two council members had quarrelled and, before each meeting of the council, one made a feast of durians and then sat immediately opposite his enemy and spent the entire meeting breathing in his direction. The victim was not a lover of the durian and certainly not of its odor. Eventually he could stand it no longer and brought an action. The judge held that the action must fail. In his view every man was entitled to exercise freedom of choice in deciding what food he consumed. He was also of the opinion that durian eating

was so much part of the way of life in Malaya that a long-term English resident must be considered to have consented to having its odor waft in his direction as part of the everyday risks of such residence.

A somewhat similar case arose in Philadelphia in 1954. On this occasion a protest was made to the zoning authorities opposing the suggested location of a leather store and cattle yard. The protest was allowed, but Justice Musmanno's dissent has much in common with his fictitious Malayan colleague. In his view, "as long as man serves meat on his table and wears leather on his feet, the animal kingdom will continue to pay tribute to the preservation of the human race. Cattle, of course, make the largest contribution to man's carnivorous appetite and his propensity to adorn his body, home and personal accoutrements with products derived from the hides of beasts belonging to the bovine genus." He pointed out that there was already a distillery in the vicinity, and "although the aroma of liquor can be pleasant to the nostrils of a whisky drinker, it cannot be assumed that any one's olfactory sense, no matter how trained and experienced, can be so delicately attuned that it can pick out the whisky flavor over the odors of a glue and fertilizer factory, also in the immediate

neighborhood. One of the witnesses testified . . . that the smells emanating from the glue and fertilizer factory were of such potency that 'when you pass the Delaware in a boat, it nearly knocks you down.' It would seem, as against so formidable an attack on the senses, the simple emanations of a live cattle yard might afford a pleasant relief." Perhaps one should comment, *chacun à son goût*.

Marital arrangements are often complex and frequently amusing. But the relations between Sara Jane and George of Allegheny County are probably unique. "Sara Jane took the initiative in proposing matrimony, and . . . the proposal was more consonant with an approach to the bargaining counter than to the wedding altar. When Sara Jane broached the subject of holy wedlock, George demurred on the ground that he was too old for her. She replied that the difference in their ages was inconsequential so long as he was 'good to her.' She also said that she was no longer interested in 'young fellows'—she had already been married to a young man and their matrimonial bark had split on the rocks of divorce. Hence, she preferred an older man. George qualified. He was 75. Sara Jane was 26. The May-December romance began on a very practical footing in April, 1949, when Sara Jane borrowed from George the sum of \$5,000 to buy a house, giving him a mortgage. In three and a half years she paid back only \$449. On the night of November 21, 1952, she visited George and suggested that since they were to be married, there was no point in having debts against one another and that, therefore, he should wipe out his mortgage on her home. George said 'If you marry me, I will.' 'Yes,' said Sarah Jane, and George agreed to act next day. To make certain there would be no slip between the promise and the deed, Sara Jane remained at George's home that night," and next morning drove him to the lawyer's office where the deed was completed.

Sara Jane then suggested that since they were going to be married and would be riding around together she should have a better car than the dilapidated Kaiser she was driving. She pointed out that in a new car he would not fall out, "for it appears this was an actual possibility when he rode in her worn-out Kaiser. Without any tarrying, she drove George from the Recorder of Deeds Office, where she and the mortgage had been satisfied, to several automobile marts and finally . . . selected a 1953 Ford which she said would meet her needs and keep him

inside the car." George paid and Sara Jane had her new car. "Less than a year later, Sara Jane complained that her feet got wet in the Ford and proposed the purchase of an Oldsmobile." She explained that by trading in the Ford, which she called a 'lemon,' she would only need \$1,800. "George was not averse to transportation that would keep his future wife's feet dry, but said that since they were to be man and wife and he was already paying the bills, it might be better if the car were in his name. Sara Jane got 'mad.' George apologized for his effrontery, gave her a cheque and Sara Jane got her Oldsmobile." A couple of months later he gave her a watch which she chose and then bought her an engagement and wedding ring, also chosen by her, and costing \$800. He also had a ring repaired that had been given her by her mother. It only needed an extra diamond. George's pocket book was becoming her favorite literature.

It cannot be said that Sara Jane was totally lacking in affectionate ante-nuptial reciprocity. In June, 1953, she bought George a wedding ring and gave him two woollen shirts. "There is no way of learning how much the ring and shirts cost because she did not take George into her confidence or into the store where she purchased them." When George wore the ring, people laughed and asked when he was getting married. He replied "pretty soon," and, trying to live up to the prediction, asked Sara Jane to name the day. She said she could not name the month, let alone the day, and she could truly have said "nor the year either."

In October, 1953, Sara Jane explained to George the economic wisdom of buying a business which would earn for them a living in his old and her young age. She had in mind a saloon and George agreed. She said she had found a cheap one for \$5,000 just outside Pittsburgh. George paid and Sara Jane disappeared, to be found again operating a bar in Greensburg. From this bar "she proceeded to the nuptial bower where she married Edward . . . who was scarcely a contender for Methusaleh's record. He was only 26—two years younger than Sara Jane. . . . When George emerged from the mists and fogs of his disappointment and disillusionment he brought an action" to restore the mortgage and recover his gifts. After all he had proposed marriage thirty times—a thirty-first was useless. She was already married. The court pointed out that "a gift given by a man to a woman on condition that she embark on the sea of matrimony with him is no

different from a gift based on the condition that the donee sail on any other sea. If, after receiving the provisional gift, the donee refuses to leave the harbor—if the anchor of contractual performance sticks in the sands of irresolution and procrastination—the gift must be restored to the donor. This is even more true when the donee not only refuses to sail with the donor, but, on the contrary, walks up the gangplank of another ship arm in arm with the donor's rival."

Mr. Sterne's fiancée appears to have been equally as aggressive as Sara Jane, but more honest and to his ultimate gain. An attempt was made to contest the will of the late Mrs. S. and to deny the validity of her marriage. It appears that she and S. had met in 1945 and shortly thereafter seen a bungalow which they decided to purchase. They then went on a touring holiday in Scotland in her car and agreed that they would marry should opportunity occur. But the testatrix did not want her family to know. They reached a small village on the Scottish coast where they lodged for the night. When S. returned from a short walk, his fiancée told him that she had arranged for them to be married in the morning. "The next morning they went to a chapel which was like a village hall. The interior resembled a church, with pews, altar rail, dais, combined lectern and pulpit, and a table with a candle and Bible upon it. The priest, who had been expecting them, wore black and conducted a very short service during which S. and the deceased agreed to take each other as husband and wife. Both signed a large book and the deceased was given a certificate which some years later she destroyed after a row with her family." Unfortunately, by the time the action was brought, S. had completely forgotten where or when the marriage had taken place, but Browne J. was satisfied that it had, since "for fourteen years after the marriage the defendant and the deceased had lived together, and were known as Mr. and Mrs. S. and accepted as a married couple. The deceased always wore a wedding ring and there was strong evidence to suggest that it was not in keeping with her character to be living in sin. . . . It would not be fanciful to say that the Court had the evidence of the deceased herself. . . . A clear picture of her character emerged and it was most unlikely that she would have lived with a man to whom she was not married or worn a wedding ring." The marriage was upheld and S. received whatever fortune had been left

by his determined spouse.

It is perhaps as well to finish with a criminal case from Toronto. N. was charged with assaulting a police officer. In his defence he stated that he had seen four officers attacking a young man and had to interfere. The court asked, "Are you a police officer or a judge? Have you any right to interfere with the actions of a police officer," and N. replied "Not necessarily. I asked the police officer to stop." He found it difficult to answer what right he had to ask him to do anything, other than to state that he had previously assisted police officers when they were attacked, and that he felt that he was entitled to do what he did by reason of human nature. Having delivered himself of a long exposition of the rights of the police and the duties of citizens when seeing the police attacked or doing their duty, the magistrate sentenced N. to a fine of \$25, with five days in default. N. explained that he had no money with him and was given two weeks to pay. Apparently, the magistrate's lecture had gone home. N. bowed politely, said "thanks very much," and left the dock a poorer though perhaps a wiser man.



L. C. Green teaches international law and organization at The University of Alberta, and is a graduate of the University of London. He has recently been appointed a University Professor, the new senior professorial rank for scholars interested in more than one field. He is former Dean of the Faculty of Law at the University of Singapore. This is the final installment of "Humor and the Law."

Spring Convocation

The University's fifty-ninth Spring Convocation, on May 27, 28, 29, and 30, 1969, was the last one at which DR. JOHNS will deliver the President's Report to Convocation. Excerpts from his address follow.

No institution such as ours would ever admit that it received in revenue all the financial support it requires for either operating or capital purposes. I feel compelled to admit, however, that our operating grant for the current fiscal year should meet our most urgent needs, and we are grateful to the Alberta Universities Commission and the Government of Alberta for the support they plan to make available to us. Although the grant per student remains at the same level as last year, the amount of revenue will rise again, due to an increase in enrolment which we anticipate will reach 17,800 students this fall. To speak in more precise terms, our estimate for the provincial Government grant last year was \$35,445,000 though, due to the higher enrolment, it eventually amounted to approximately \$37,500,000. For next year we anticipate that, due to the further increase in enrolment, it may rise to approximately \$44,000,000 which, with the fee revenue from the larger number of students, will provide us with substantial revenues.

In the area of capital expenditures, on the other hand, we face a problem of serious magnitude. The phenomenal growth in student numbers in recent years has left The University of Alberta short a million square feet of space this past year, and unless a sharp increase in the rate of construction takes place, we expect to be two million square feet short in four years' time. We added last year, and will add again this year, a total number of students equivalent to the entire student body of Trent University and Mount Allison University combined. At 250 square feet per student we would require, in four years, about 2,500,000 square feet of space, together with the necessary furnishings and equipment. The other two Universities in the province have their problems of growth as well, though on a more modest scale.

Two years ago the provincial Government was made aware of the situation as we saw it then, and pledged \$185,000,000 in capital expenditures over the period 1967 to 1972. Last year it became clear that even these heroic measures would be inadequate, and the decision was made to embark on a national fund raising campaign, with an objective of \$25,000,000, which the Government agreed to match. If we achieve our objective, we shall

have an extra \$50,000,000 to be divided among the three Universities for the period of the pledges, that is, from 1969 to 1974. If the campaign falls short of its objective, we shall be in serious difficulties for space, at least at The University of Alberta. In the interests of the students who will expect to carry on their studies here in the 1970's, we cannot allow the campaign to fail.

In recent weeks I have met with business heads in many Canadian cities, and with volunteer workers from one end of this province to the other—at least from Lethbridge and Medicine Hat in the south, to Grande Prairie and Peace River in the north—and I have been inspired by the offers of help and the contributions already made. These have varied from a small contribution from a retired school teacher, who gave a generous fraction of his savings, to major donations from large industrial and commercial corporations. Everywhere I went I found that our University is held in the highest esteem—and justly so!

It has been an eventful year, a year of growth, but even more, a year of change. New doctoral programs have been approved in such widely diverse fields as Meteorology, Classics, and Surgery, and a master's program has been approved in Hospital Pharmacy. Nearly every department continues to broaden and deepen its offerings, and to keep them developing with the rapid advances in knowledge which are taking place everywhere.

Students who come to University today are much more aware than even those of five years ago; they are more

Five persons were admitted to the degree of Doctor of Laws, honoris causa, during the four-day Spring Convocation in May: LOUIS-PHILIPPE BONNEAU, Vice-Rector of Laval University and an active member of the National Research Council of Canada; SIR JOHN BRUCE, Regius Professor of Clinical Surgery at the University of Edinburgh and author of many surgical texts and manuals;

ELIZABETH HOMER MORTON, founder and (until her recent retirement) Executive Director of the Canadian Library Association; EDGAR ALLERDYCE (KERRY) WOOD, Alberta writer, historian and naturalist; and GEORGE ROGER PRINGLE GRAHAM, Vice-President of the Mountain Region of the Canadian National Railways and a catalyst in the surge of Edmonton's industrial development.



aware of the problems of the world around them, and more determined to try to solve these problems. They have a greater sense of urgency than their predecessors and are less inclined to tolerate a curriculum that does not appear relevant, or an instructor who is less than dedicated to his area of study or to his students. In this connection, the students have arranged for the publication of a course guide which, indirectly, permits instructors to see themselves as their students see them, and the faculty have agreed to look into the whole problem of effectiveness in teaching. The students have claimed as their right a voice in the decision-making processes of the University, and have met with a ready response on the part of the faculty and the Board of Governors. As a result, there have been three student members with full voting powers on the General Faculty Council this past year, and others on the councils of individual faculties and schools. The Board of Governors has welcomed two students to its meetings this year as consultants, and I am happy to say that students have attended, or been permitted to attend, all meetings and have not been debarred from any discussions at any meetings. I can attest, from first-hand knowledge, that student participation in the affairs of the General Faculty Council and the Board of Governors has been valuable, and we look forward to its continuing.

Another innovation has been the opening of meetings of the General Faculty Council and the Senate to the press and public. Some members of General Faculty Council have been somewhat less enthusiastic about the presence in the visitors' gallery of certain persons, mainly students, who wished to direct the University's affairs along lines which followed their own views. I am happy to say that their interventions in debate have been kept to a minimum, and were not allowed to disrupt the Council's work, nor the work of the Senate.

One final point which I should like to make in this report is the resurgence of interest in our Alumni Branches. It has been my privilege and pleasure over the past few months to visit with Alumni of The University of Alberta in Montreal, Ottawa, Toronto, Vancouver, and Victoria, outside the province; and in Grande Prairie, Peace River, Westlock, Vegreville, Red Deer, Camrose, Lethbridge, Medicine Hat, Drumheller, and St. Paul, within the borders of the province. Everywhere I went I found a keen interest in the University and its affairs, and a willingness

to retain strong ties with the University and strong support of their *alma mater*. I hope this interest will not only be reflected in our capital fund raising campaign, but also in the continued strength of our Branches across Canada.

DEATHS

DANIEL A. C. WEBSTER, BA '22, a respected Jasper resident known to hundreds of anglers as "Uncle Dan."

DUNCAN R. INNES, MA '32, a former principal of Strathcona Composite High School.

J. HERBERT HANCOCK, BA '35, owner of Hancock Lumber in Edmonton.

HUGH A. BOWMAN, BSc (Eng) '50, Eastern General Manager of TPL Industries' eastern office.

ALECK L. WHITE, BEd '58, a long-time resident in Edmonton.

CHARLES R. GLOVER, BSc (Civil Eng) '68, killed in a plane crash near Sherwood Park.

Herbert Edgar Smith 1890-1969

By W. Pilkington

Herbert Edgar Smith, BA MA '25 MEd '27, PhD, a former Professor and Dean of Education, died in Edmonton on April 20, 1969, at the age of 79.

Born in Cobourg, Ontario, in 1890, he received his elementary education in rural



Dean H. E. Smith

schools and his high school at the Cobourg Collegiate Institute. After a four-month program in teacher training at the Regina Normal School, he taught elementary schools in Saskatchewan for four years. During this time he acquired a homestead in that province.

After four years at Illinois he obtained a BA degree in 1916. During the First World War, he served both in the Army and in the Navy—signals and wireless. He returned to civilian life and worked a year in industry before returning to teaching which occupied the remainder of his busy life.

Receiving MA. and MEd degrees from The University of Alberta in 1925 and 1927 respectively, Mr. Smith proceeded to the PhD degree at the University of California. In 1929 he was appointed to the staff of The University of Alberta, in the Department of Philosophy.

Dr. Smith again served in the Armed Forces, from 1942 to 1945, in both the Army and Navy in that order. Following his return to the University, Professor Smith was Director of the Summer Session for four years. He saw the School of Education become a College and then a Faculty. He taught Philosophy and Psychology of Education. Hundreds of appreciative students found him to be a friend, counsellor and teacher. From 1950 to 1955 he was the Dean of Education. During his term of office, graduate studies took its place beyond undergraduate teacher preparation.

The Dean was very active beyond his University commitments as shown by his involvements in Theta Chi, Kappa Delta Pi, Phi Delta Kappa, the Alberta Teachers' Association, the Canadian Mental Health Association, and Garneau United Church. Whatever Dean Smith undertook he worked at, so that he became president of the A.T.A. (in 1947) and was the chairman of other organizations too numerous to mention here. The Faculty of Education is grateful to him in that, for eight years, he served as the Editor of *The Alberta Journal of Educational Research*—an onerous task gladly shouldered in the interests of education.

The University, the Faculty of Education, the teaching profession and the boys and girls of Alberta are fortunate that Dr. H. E. Smith, Professor and Dean, came when he did to be a founder of our teacher education program in Alberta.

W. Pilkington, BA '33, MA '42, BEd '47, is Associate Dean (Student Programs and Records) in the Faculty of Education. He was a long-time colleague and friend of Dr. Smith.

AMONG OUR ALUMNI

Diplomat Malone

A welcome respite is in store this summer for PAUL MALONE, BA '36, when he returns to Canada and the West from the beleaguered state of Nigeria where he has been "blazing a trail" for the past two years as Canadian High Commissioner.

A native of Edmonton, Mr. Malone joined *The Edmonton Journal* after graduation for a stint as reporter. Those closest to him recall that one of his proud



moments was when he was selected to receive the first Commonwealth Press Union Exchange Fellowship which took him to England and Australia. It is interesting to note that this particular exchange brought the late Basil Dean, publisher of *The Calgary Herald* and *The Edmonton Journal*, to Canada.

Following a short period as representative of the Wartime Information Board in Australia, Mr. Malone joined the Department of External Affairs and served as Second Secretary in Canberra from 1946 to 1948. A new posting took him to Washington, until 1953. Then he returned to home office in Ottawa until 1958. He was a Counsellor in The Hague from 1958 to 1962.

Mr. Malone's first posting as Ambassador was to Iran in 1962. In 1965 he was appointed concurrently non-resident Canadian Ambassador to Iraq and Kuwait where he remained until his present posting to Nigeria in 1967.

A father of four boys (all economics men) and one daughter, Diplomat Malone is a member of Delta Upsilon fraternity and enjoys a good round of golf when ambassadorial duties permit.

remarks that their lives are more analogous than is apparent. They both have two children, for example, L. G. two boys and L. H. a girl and a boy. Their wives even have the same initials, so they have taken the precaution to deal at separate banks.

Of those vital distinguishing initials, the "G" is for Gwynne, and the "H" for Herbert. Their colleagues in the Department of History occasionally differentiate between them on a theological basis, however. L. H., a United Church member, is "Lewis Chapel," and L. G., an Anglican, is "Lewis Church."

L. G. Thomas was born in Okotoks, Alberta, in 1914. His undergraduate years were spent at The University of Alberta during the early thirties, when the teaching staff of the Department of History consisted of three professors. Dr. Thomas received his bachelor of arts degree in 1934 and became the only graduate student in the Department of History. The following year he earned his master of arts degree.

"During my first years of university," L. G. says, "my interest was focussed on international affairs, and I thought Canadian history rather boring. It might be like that for some students today—they get enough of explorers. It was not until I came under the influence of Arthur S. Morton, the 'father of Western Canadian History' that I became interested in it. Under Professor Long I wrote my MA thesis on ranching in southern Alberta, and from there my interest grew."

When L. G. Thomas returned to teach at the University in 1938 after a period at Harvard University, there were still only three teachers in the department. He remembers quite vividly the problems during these years, especially after the war, when all the veterans had to be accommodated. The enrolment more than doubled from the prewar maximum but there were hardly any new buildings. Even the University rink was used as emergency accommodation. When L. G. Thomas received his doctor of philosophy degree from Harvard in 1954, The University of Alberta was about to enter another phase of its history: years of remarkable growth.

"The University has now become very large," he says. "It makes it difficult for the student to relate to more than one department. I think we are aware of this in the Department of History, and we have arranged offices, classrooms and space for graduate and honor students on the same floor (in the new Henry Marshall Tory Building) in an attempt to keep

AMONG OUR STAFF

Historians Thomas and Thomas

By Gunnar Odhner
TRAIL Staff Writer

Lewis G. Thomas and Lewis H. Thomas are both Professors in the Department of History at The University of Alberta. Both have been well known to Western Canadian history students for several decades, especially if these students are interested in the development of the West, the specialty of the two professors. Between them they have held the position of Chairman of the Department of History, from 1958 to 1968—except for one year—Lewis G. Thomas preceding Lewis H. Thomas on the job.

Their association is a closer one, however, than mere coinciding interests and similarities of position and name. It is evident in the concern with which Professor L. G. Thomas talks of the recent illness of his colleague.

"We knew each other—at least were aware of each other's existence—almost 40 years ago," L. G. Thomas says. "As I was born in 1914 and L. H. in 1917, we were students practically at the same time. He studied in Saskatchewan, and returned to teach there, just as I studied in Alberta and remained here."

L. G. Thomas modestly talks more about his colleague than about himself. He

the department from becoming too impersonal."

Professor Thomas stresses that it is for this reason that much of the teaching is done in smaller groups. The department is also trying to have the first-year courses taught by senior members of the staff. When L. G. was appointed Chairman of the Department he didn't lose contact with the honor students whose program he supervised and helped develop. It still is one of his main concerns to assist the honor students.

There is no doubt that Dr. Thomas's service at The University of Alberta is an outstanding one. But for two brief periods, three years during the war and a spell at Harvard, he has remained at the University, contributing to the growth of the Department of History, both spiritually and materially. During his years as Chairman of the Department he was instrumental in the building of staff, and in the inauguration of graduate doctoral work.

In 1964 L. H. Thomas left his position as Associate Professor at the University of Saskatchewan in Regina, to become an Associate Professor in the Department of History at The University of Alberta, and a year later Chairman of the Department.

At the time the *Regina Leader Post* wrote:

"Dr. L. H. Thomas is one of those teachers who rightly believes his responsibility goes beyond the mere duty of setting out the facts for his students to assimilate and that as a professor and a leader of young people, his interest should be extended to the whole development of these students."

Although modest about his own contributions to the Department of History in Edmonton it is apparent that L. H. Thomas has had a voice in the development of student participation in all major committees of the department—as has L. G. Thomas. L. H. feels encouraged by this development, and believes that this is a way to take advantage of the insights students have into higher education.

L. H. was born in 1917 in Saskatoon and received his early education in Nova Scotia, before returning to Saskatoon. During his university years A. S. Morton played an important part in developing his interests, just as he did with L. G. The main difference was that L. H. Thomas was more directly influenced, as Dr. Morton was a Professor of History at the University of Saskatchewan and L. H.'s teacher. Other professors that Dr. Thomas remembers as being influential and

stimulating are G. W. Simpson with his pioneer work on the history of Slavic people in Canada and R. M. Dawson in political science. After he received his master of arts degree from the University of Saskatchewan in 1941, a fellowship from the Institute of International Education enabled L. H. to go to the United States for post graduate studies. This period was a very rewarding one, he says, especially his time at the University of California. The teaching of men like F. L. Paxson and J. D. Hicks meant much for him. In 1953, he received his doctor of philosophy degree from the University of Minnesota. The thesis, *Responsible Government in the Canadian North-West Territories, 1870-97*, was later printed as a book with the title, *The Struggle for Responsible Government in the North-West Territories 1870-97*.

From 1946, he was employed as an Assistant Provincial Archivist; two years later to become Saskatchewan's Archivist. He held this position until 1957, when he became an Associate Professor at the University of Saskatchewan. During this period L. H. Thomas was involved in work of a truly pioneer character. While he was Archivist the first archival legislation of the Province of Saskatchewan was framed and the policies governing archival activity established. The position of Archivist also gave him opportunities to travel in the province, something Dr.

Thomas valued very much.

After seven years at the University of Saskatchewan L. H. decided to move to Alberta, mainly because he wanted to see Western Canada from another perspective.

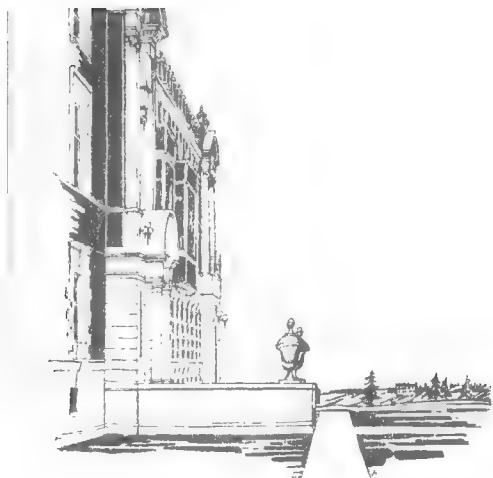
"I am afraid Canadian history was a rather dull subject in my day," says Dr. Thomas. "It has improved tremendously, however, and in a very stimulating way. It has been made more attractive, especially since World War II, through contributions of many fine scholars."

L. H. Thomas believes that students today, compared to students of his generation, are equally serious, but have greater opportunities and also make greater achievements. Through the enrichment of historical literature, especially in Canadian history, they have a better chance of arriving at a deeper understanding of human affairs than did their predecessors.

L. H. Thomas (who is involved in many areas of historical work not accounted for here) is evidently one of the scholars who has made history studies more interesting by contributing qualitatively fine studies. He has written numerous articles for different magazines. He has been the editor of *Saskatchewan History* between 1949 and 1957 and written a history of the University of Saskatchewan. At present he is studying the development of the modern government of the Northwest Territories.

Lewis H. Thomas, and Lewis G. Thomas





*The Arts Building
(drawing from The Gateway,
Graduation Number,
May, 1917)*

The University's graduates and friends are encouraged to keep in touch with the Alumni Association. If you are able to help organize alumni activities—in Edmonton or another centre—please let us know. Tell us about your personal doings too.

Write (or telephone) Mr. Hamula (432-4201) or Mr. Markle (432-3224) at the University.

When Alberta's graduates are mentioned in THE NEW TRAIL, their degrees and graduating classes are listed after their names. Many also have degrees from other universities, but these are not generally shown.

Alumni notes

By Alex G. Markle
Alumni Affairs Editor

'26

It's forty-one years since JACK SAUCIER, BA '24, LLB '26, tackled his first case. He did win, but the "persuasive con-man type" he defended took him for a \$50 loan and the legal fees for the trial.

John James Saucier quit court work in the late 1940's to become an oil-gas corporation lawyer in Calgary. He was recently elected President of the 15,700-member Canadian Bar Association.

He's a young-looking sixty-five—"it's heredity"—and has a special interest in the young lawyer.

'27

A leading Canadian petroleum geologist, JOHN F. CALEY, BSc '27, MSc '29, has retired after thirty-three years with the Geological Survey of Canada.

'29

The designer of Canada's maple leaf flag, GEORGE F. G. STANLEY, BA '29, former Dean of Arts at Royal Military College, has been appointed to a new Chair of Canadian Studies at Mount Allison University in Sackville, N.B.

Dr. Stanley, using the RMC flag as a model, was awarded a Centennial Medal for his services in providing the basic design for the red and white flag in 1964.

He is considered a leading Canadian historian and has written several books, including *The Birth of Western Canada*, *Biography of Louis Riel*, and *The Story of Canada's Flag*.

'30

One of the first group of Canadians to be awarded the Medal of Service in the newly-established Order of Canada was JAMES M. BENTLEY, BComm '30, a dairy farmer of north Edmonton.

Filling a busy lifetime, Mr. Bentley became President of the CFA and headed the Canadian delegation to the International Federation of Agricultural Producers in Ireland. He also served the Alberta government in 1959 on the Hutterite Investigation Committee and the Special Areas Investment Committee.

A colorful sign on the wall of the little auditorium at the Brandon Research Station recently showed the march of footsteps of barley development from the 1938 creation of a variety called Plush through five other steps and thirty years to the 1968 variety called Paragon.

In front of the sign, surrounded by fellow employees of the Canada Department of Agriculture, officers of the Manitoba Department of Agriculture, Winter Fair and Exhibitions officials, seed growers and farmers, was WALTER HAROLD JOHNSTON, BA '30, BSc (Ag) '31, MSc '33, barley breeder without equal, who received his country's thanks for a job done more than well.

'31

J. E. WALLACE STERLING, MA '31, is now lifetime Chancellor of Stanford University, California. He has retired from the Presidency after serving in that capacity since 1949.

'32

At the silver anniversary meeting of the Western Canadian Society for Horticulture in Regina recently, P. D. HARGRAVE,



Dr. Stanley
Dr. Johnston
Dr. Sterling



Alumni Association

ED V. HAMULA, *BSc (Ag) '49*, Director of Public Relations, The University of Alberta
ALEX G. MARKLE, *BA '48, BEd '62, MEd '65*, Executive Secretary, Alumni Association

General Alumni Association Executive

Honorary Secretary, ALEX D. CAIRNS, *BA '38* (Registrar, The University of Alberta)
President, C. LES USHER, *BSc (Ag) '49*
Vice-President, NORMAN A. LAWRENCE, *BSc (Eng) '41*
Past-President, D. C. RITCHIE, *MD '41*
Executive Secretary, ALEX G. MARKLE, *BA '48, BEd '62, MEd '65*

CYRIL J. McANDREWS, *BSc (Ag) '50*
W. A. D. BURNS, *BA '51*
W. J. ASTLE, *BComm '46*
W. MELVIN TASKEY, *BSc '54, DDS '56*
B. T. KEELER, *PhD '61*
DONALD R. STANLEY, *BSc (Eng) '40*
MISS EVANGELINE MacDONALD, *BSc (HEC) '57, BEd '59*
C. A. KOSOWAN, *BA '50, LLB '51*
B. MICHALYSHYN, *MD '42*
MRS. JOAN SHIMIZU, *Dip Nurs '57*
ART J. ANDERSON, *BSc (Pharm) '42*
LEE S. FAIRBANKS, *BEd '54, MA '66*
MISS ELISABETH SCHMIDT, *BEd '61*
CAMBY GILESPIE, *BSc (Ag) '36*
CHARLES H. McCLEARY, *BA '60, BEd '63*
HARRY P. CHOMIK, *BEd '50, BA '56, MEd '64*
BOB EDGAR, *BSc (Pharm) '55*
WILLIAM A. CAMERON, *BSc (Ag) '43*

Branches

CALGARY—Chairman, CAMBY GILESPIE, *BSc (Ag) '36*, 2641 - 5 Avenue N.W., Calgary; Secretary, KEN OLIVER, *BSc (Pharm) '54*, 3408 Cascade Road, Calgary.
CAMROSE—President, GEORGE KRAVETZ, *BEd '47, MEd '61*, 11 Montcalm Avenue, Camrose; Secretary, MISS MARGIE McCREA, *BSc '43, 47 - 1047 Street, Camrose.*
DENTAL ALUMNI ASSOCIATION—President, W. M. TASKEY, *BSc '44, DDS '56*, 505 Tegler Building, Edmonton.
GRANDE PRAIRIE—President, PAUL LEMAY, *BSc '63, MSc '65*, 10129 - 113 Avenue, Grande Prairie.
MEDICAL ALUMNI ASSOCIATION—President, B. MICHALYSHYN, *MD '42*, 403 Medical Arts Building, Edmonton.

(continued)

BSc (Ag) '32, MSc '36, Superintendent of the Provincial Horticultural Station at Brooks, was one of two men to be made an honorary life member of the society. The award was given to Dr. Hargrave "in recognition of his meritorious service to horticulture in Western Canada," and the presentation was made by the 1969 President, Dr. W. T. Andrew, Professor of Horticulture at The University of Alberta, who was once a student at the Station in Brooks.

'33

Garbage is no more than a necessary evil to most people, but to E. O. LILGE, *BSc (Mining Eng) '33, MSc '37*, at the University it's fascinating junk.

Right now, he and his associates are preparing to find out whether they can make concrete out of it. It's all part of a study that's been going on for two years in Professor Lilge's Department of Mining and Metallurgy on the University campus.

'34

W. M. ANDERSON, *BComm '34*, of Vancouver, managing partner in the firm of Winspear, Higgins, Stevenson, and Doane, Chartered Accountants, was recently elected President of the Canadian Chamber of Commerce at the national business organization's annual meeting in Montreal.

MRS. C. E. BUTTERFIELD, *BSc (HEC) '34*, a young southwest Calgary housewife and mother, has won double honors this year for her active interest in community activities. She was proclaimed Jaycette of the Year by the Calgary group and recently in

Edmonton won the title of Alberta and Northwest Territories' Jaycette of the Year.

'38

LEONARD O. BRADLEY, *MD '38*, has been appointed Executive Director of the Canadian Council of Hospital Accreditation. At present Dr. Bradley is President of the Minneapolis Medical Center, Minnesota.

WALTER E. HARRIS, *BSc '38, MSc '39*, Professor of Chemistry at the University, has been named Fisher Scientific Lecturer for work in analytical chemistry. He received his award and a \$500 honorarium recently when he presented a paper at the annual Chemical Institute of Canada conference.

'40

To switch from a twenty-eight-year military career to the presidency of a major industry group may seem somewhat difficult. But to Major-General BRUCE F. MACDONALD, *BComm '40*, new President of the Canadian Chemical Producers' Association, it presents no problem. "It is people, problems, and priorities and the usual disparity between resources and commitments. I find it challenging and fascinating."

Macdonald was Deputy Chief of Personnel when he retired from the Canadian Forces Headquarters to become responsible for the day-to-day operations of this national association.

'41

In a note to the Alumni Office, GORDON R. BLOTT, *BA '38, MD '41*, requests that the medical class of 1941 be specially alerted to the fact that they are rapidly approaching their thirtieth year reunion. It will be in the summer of '71, and although the details aren't complete, all members of the class for whom there are addresses will be contacted shortly.

'42

A Calgary doctor has resumed full-time medical practice after spending several years as part-time head of a physician-training program that was the first of its kind

in Canada. JOHN B. CORLEY, *BA '36, MD '42*, in 1965 became director of a residency program for family practitioners, provided at Calgary General Hospital by arrangement with the College of Family Physicians of Canada.

After serving almost 13 years as Executive Director of the College of Dental Surgeons of British Columbia, W. ROSS UPTON, *DDS '42*, has resigned. Dr. Upton will join the Department of Veterans' Affairs and has accepted a staff appointment at Shaughnessy Hospital, Vancouver.

'43

BRIAN REESOR, *BSc '43*, is serving as Director of Research at the Defence Research Establishment at Suffield.

'46

A \$60,000 seed plant occupies a corner of the eight quarter-sections farmed by KEN GALLOWAY, *BSc (Eng) '46*, and Lloyd Galloway, near Fort Saskatchewan.

Last year they had a hundred acres planted to wheat, three hundred in oats, and six hundred in barley, all of it sold as seed. Another two hundred acres were seeded to hay, which was sold to Edmonton district cattle producers. They have no livestock of their own.

Both the Galloways hope to give their children a chance to attend University. All are above-average students.

MRS. ADELE TETARENKO, *Dip Nurs '46*, Director of Nursing at the Wainwright-Provost Auxiliary Hospital, was recently named Provincial Nurse of the Year.

'47

Over a span of forty-one years MISS ANN CARMICHAEL, *BEd '47, MEd '54*, has seen drastic changes in the methods of education and has served under five superintendents.

Miss Carmichael, who is Director of Division One (Elementary) for the Edmonton Public School Board, will end her lengthy years of service with the city school system on retirement this spring.

A Canada Department of Agriculture



Miss Carmichael

(Branches, continued)

MEDICINE HAT—President, JACK ARMSTRONG, *BComm* '49, 158 Cochrane Drive N.W., Medicine Hat; Secretary, B. KRASNOFF, *DDS* '43, 250 - 4 Avenue S.W., Medicine Hat.

MONTREAL—President, J. R. FLUMERFELT, *BComm* '42, District Manager, London Life Insurance Co., 630 Dorchester Boulevard, Montreal; Vice-President, L. W. KENNEDY, *BSc (Eng)* '38, Manager, Refinery Division, Texaco Limited, 339 Morrison Avenue, Montreal.

NURSES' ALUMNAE ASSOCIATION—President, MRS. J. L. HALLBERG, *Dip Nurs* '51, 8106 - 149 Street, Edmonton.

OTTAWA—President, DR. VELMA I. RUST, *BSc* '34, *BEd* '44, *MEd* '47, 811 Adams Avenue, Ottawa; Secretary, BRIAN WATSON, *BA* '64, 130 Woodridge Crescent, Ottawa.

RED DEER—President, WILLIAM A. CAMERON, *BSc (Ag)* '43, 3539 - 45 Avenue, Red Deer; Secretary, MORRIS FLEWELLING, *BEd* '64, 2-4536 - 47 Street, Red Deer.

REGINA—Chairman, MRS. RUTH M. HARGRAVE, *BA* '33, 3927 - 17 Avenue, Regina.

ROCHESTER, MINNESOTA—Registrar, GEORGE D. MOLNAR, *BSc* '49, *MD* '51, Mayo Clinic, Rochester, Minnesota.

SASKATOON—Chairman, DONALD C. BRINTON, *BSc (Ag)* '51, Station Manager, CFQC-TV, 216 - 1 Avenue N., Saskatoon.

TORONTO—President, EVERETT McCRIMMON, *BSc (Ag)* '51, 25 Delaire Crescent, Willowdale; Registrar, MRS. F. J. HEATH, *BA* '38, 284 Dawlish Avenue, Toronto 317.

VANCOUVER—President, MRS. SHEILA G. MAXWELL, *BA* '48, 4550 West 7th Avenue, Vancouver; Secretary, MRS. ANNE SHORTHORSE, 6625 Cypress Street, Vancouver.

VEGREVILLE—President, HARRY P. CHOMIK, *B.Ed.* '50, *MEd* '64, 4334 - 51 Street, Vegreville.

VICTORIA—President, ALLAN F. McQUARRIE, *BSc* '41, 983 Abbey Road, Victoria; Secretary, MRS. KAY G. STEWART, *BSc (Hon Chem)* '50, 1746 Lulie Street, Victoria.

WESTLOCK—Registrar, BOB J. EDGAR, *BSc (Pharm)* '55, Box 990, Westlock.

WINNIPEG—President, A. M. LARSON, *BSc (Ag)* '49, 526 Manchester Blvd., Fort Garry 19; Secretary, MARVIN SEALE, *BSc (Ag)* '48, *MSc* '51, 195 Lyndale Drive, Winnipeg 8.

geneticist, HOWARD T. FREDEEN, *MSc* '47, whose research work has stirred world-wide interest, has recently won the highest Merit Award offered by the Incentive Award Board of the Public Service of Canada.

In its citation, the Incentive Award Board said Dr. Fredeen has given "many years of leadership in agricultural research; his scientific discoveries through important practical application, have improved Canadian pork, beef, and poultry.

"Dr. Fredeen has had more impact on the thinking and practices of Canadian beef and swine breeders than any other single individual in his generation."

'48

PAULINE HUGHES, *BSc* '45, *MD* '48, newly appointed Superintendent of the Woodlands School in New Westminster, is Canada's first woman psychiatrist to head a major residential treatment unit.

A native of Westlock, DALE CAIRNS THOMSON, *BA* '48, has been named Director of the new Canadian American Research Centre at John Hopkins University in Washington.

Dr. Thomson becomes the first Director of the Centre for Canadian Studies which opened last September at the University's Graduate School of Advanced International Studies.

'49

Professor and Director of the School of Landscape Architecture at the University of Guelph, VICTOR CHANASYK, *BSc (Ag)* '49, was made the recipient of the Canadian Centennial Medal. It was at Guelph that Professor Chanasyk developed Canada's first university course in landscape architecture.

An Associate Professor of Education at The University of Saskatchewan, RUTH GODWIN, *BEd* '49, *MEd* '55, has received the Imperial Oil Special Award of the Canadian Education Association.

The Award, one of the few national awards available for educational research, is a \$1,000 travel grant which is to be used for a research project designated by the recipient. It is granted yearly to one outstanding

Canadian educator on the basis of the applicant's contribution to Canadian education and proposed research project. Dr. Godwin will use the travel grant for a cross-country tour to collect material for a descriptive study on how adults are being taught reading, writing and other communication skills.

McGill University has appointed LLOYD D. MacLEAN, *BSc* '47, *MD* '49, Surgeon-in-Chief of the Royal Victoria Hospital, as Chairman of the University's Department of Surgery. Dr. MacLean has been a member of the McGill faculty since 1962.

ROBERT STOLLERY, *BSc (Eng)* '49, has been elected President and a Director of Poole Construction and Poole Engineering in Edmonton. Mr. Stollery is one of Canada's most experienced engineers on northern construction, which was recognized by the federal government in appointing him to the committee which drafted the new Building Code of the Northwest Territories.

'50

Some twenty-one years ago a young undergraduate of the University was caught by the romance of the early West. It's obvious that the student, WILLIAM RODNEY, *BA* '50, then set himself a personal goal: a desire to separate fact from fancy on the life and times of John George (Kootenai) Brown (1939-1916).

As he works towards his goal Rodney continues as Professor of History at Royal Roads Military College on Vancouver Island.

The West Kootenay Power and Light Co. recently announced the appointment of G. L. LAYCOCK, *BSc (Eng)* '50, as Superintendent of Marketing. Mr. Laycock's new responsibilities will include customer sales, the extension of service to customers, rates, public and industrial relations.

'52

HECTOR HORTIE, *BSc* '50, *MSc* '52, who has been serving Prince Edward Island as the Federal Co-ordinator for the Prince Edward Island Comprehensive Development Plan, will be the Deputy Minister of the Department of Development, a new department of the provincial government set up to

co-ordinate implementation of the development plan. Since 1952, Mr. Hortie has worked with the Canada Department of Agriculture as head of the British Columbia soil survey unit, a research scientist, superintendent of an experimental farm in the Yukon, and most recently as head of the Manitoba Soil Survey Research Branch in Winnipeg. For the past few months he has been working in agriculture and rural development and was instrumental in formulation of the resource industry sectors of the development plan.

'53

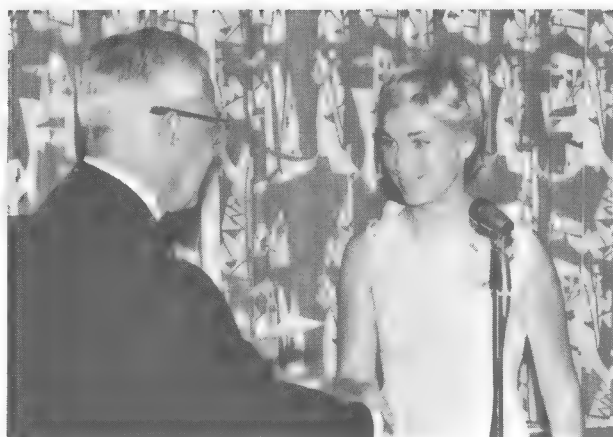
Next year, Ontario Hydro will establish its largest overseas mission ever on an arid plateau in India, 280 miles southwest of New Delhi, and heading the twenty-three man commissioning team at the Rajasthan Atomic Power Project will be VERN AUSTMAN, *BSc (Eng Phys)* '53. Mr. Austman went to Hydro in 1960 as control engineer at NPD and in 1962 to Douglas Point as nuclear commissioning engineer. He was involved in the commissioning, start-up and early operations of the Douglas Point plan until his present assignment.

JOHN GIOVANETTO, *BSc (Eng)* '53, has been appointed Supervisor of Labor Relations for Cominco. Mr. Giovanetto has been Assistant Supervisor of Labor Relations at Trail since 1967. He joined Cominco at the Sullivan Mine, Kimberley, in 1953, and has held engineering positions at Cominco's Bluebell, Con and Benson Lake operations. In 1964, he joined the Pine Point project and became process engineer in 1967.

A former Edmonton lawyer, HARRY C. B. MADDISON, *BComm* '50, *LLB* '53, was recently named Judge of the Territorial Court of the Yukon. He succeeds Mr. Justice John Parker who resigned the post last year to become Chairman of the British Columbia Mediation Committee.

'54

Canadian Forces Headquarters has announced the appointment of Lieutenant-Colonel J. D. YOUNG, *BSc (Eng)* '54, as the new Chief of Technical Services for Canadian Forces Base, Moose Jaw.



The Alumni Association held its annual banquet for the graduating class in May. MISS LYNN CORRINS, BA '69, President of the Senior Class, presented the class's gift—a cheque for the 3AU Fund—to DR. JOHNS.

Colonel Young is responsible for all technical divisions of the base. These include aircraft maintenance, building construction, transportation, supply and communications. He will supervise a staff of 661 military technicians and 147 civilian employees in his new position.

PETER R. KUTNEY, *BSc (Eng) '54*, has been appointed to the Board of Directors of Sastex Petro-Minerals Ltd. Also appointed to the Board of Directors of the same company is DR. A. A. TAYLOR, *DDS '56*, practising dentist in Calgary since 1956.

'55

DAVE MARSDEN, *BSc (Eng Phys) '55*, is an aeronautical engineer who likes to keep himself in the wild blue yonder. He copped most of the hardware at the annual meeting of the Alberta Soaring Council in Red Deer recently.

During the 1968 season the Associate Professor from the Department of Mechanical Engineering at the University made several outstanding flights in a HP-14 Sailplane.

The most notable was a declared-goal flight of 418 miles from the Cooking Lake airstrip to Regina. The trip took about eight hours and stands as a Canadian distance record.

'56

A leading American investigator of a new treatment for eye disease is H. MacKENZIE FREEMAN, *MD '56*. An ophthalmologist Dr. Freeman is now helping with development of a material made from calf skin, which is believed suitable for cornea grafting.

J. WALLACE MADILL, *BSc (Ag) '56*, has been appointed General Manager of the Alberta Wheat Pool. Within the past year, Mr. Madill has carried out agricultural research missions for Canada's External Aid Department in Tanzania and Pakistan.

'57

HARRY LASLOP, *BComm '57*, has been elected a Vice-President and Director of the Executive Board of Banister Pipelines Ltd.

Mr. Laslop has been employed as controller of the organization since 1966.

The Honourable H. A. Ruste, Alberta's Minister of Agriculture, has announced the appointment of N. A. DON POTTER, *BS (Ag) '57*, as his executive assistant.

Mr. Potter is well known throughout Alberta as the commentator of the Alberta Department of Agriculture's farm broadcast "Call of the Land."

'59

VICTOR R. GUBERSKY, *MD '59*, has been named Vice-President and General Manager of Syntex Ltd. Dr. Gubersky joined Syntex as an Associate Medical Director of the Institute of Clinical Medicine, Syntex Research Division, Palo Alto, California, in 1964.

JIM KELLY, *BSc '59*, artist, musician, and geologist with Giant Mines, Yellowknife, will join the federal civil service as the government's new resident geologist.

'60

PETER E. REIMER, *BSc (Pet Eng) '60*, has joined Kamalta Exploration Ltd., in Calgary as Director and Vice-President of Operation.

'61

BERNARD L. ADELL, *BA '60, LLB '61*, has been appointed Associate Dean of the Faculty of Law at Queen's University. Dr. Adell was a Rhodes Scholar in 1961.

Taverns usually hire ex-boxers or wrestlers to throw the bums out. But for a more sophisticated, if only vaguely similar role—watchdog at the Toronto Stock Exchange—former hockey players are in fashion.

"I was a goalie that decided to go to school," says JACK LYNDON, *BA '58, LLB '61*. Mr. Lyndon is officially called Director of Trading and Market Surveillance. In this job, he watches Toronto Stock Exchange stocks for unusual or undesirable activity.

RAYMOND MAGUS, *BSc (Pharm) '61, MSc '63*, has joined the University of North Carolina's Centre for Research in Pharmacology and Toxicology with a joint

appointment as Instructor in the University's Pharmacology Department.

NIS SCHMIDT, *MD '61*, and his family have left to spend a year in Denmark. Dr. Schmidt received an appointment from King's Hospital, University of Copenhagen, Denmark, to pursue research related to surgery of the liver and liver transplantation.

'62

A former President of the Students' Union, PETER S. HYNDMAN, *BComm '62*, was recently elected Secretary-Treasurer of the Vancouver Bar Association. He is serving as a Sessional Lecturer in Commerce at Simon Fraser University.

Backstage at Stratford and emerging from an afternoon rehearsal, KENNETH WELSH, *BA '62*, who is playing Hamlet at the 1969 Stratford Festival, fell into a chair and visibly relaxed.

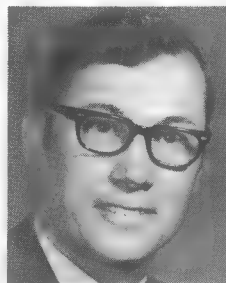
"It's like running about five miles, that's what it's like," he declared, describing the afternoon's work. Recently Welsh marked his first starring part on network television in the role of D'Artagnan, the dashing hero of *The Three Musketeers*, played before CBC-TV cameras.

Now twenty-six and entering his fourth consecutive season with the Stratford company, Welsh possesses the kind of dark, brooding good looks that seem appropriate in Hamlet and a ruggedness that confirms his credibility in the role of D'Artagnan.

Welsh met his wife Torrey at The University

Mr. Madill

Mr. Welsh





of Alberta, where she was a year behind him, and they acted together in *Dark of the Moon* and *Our Town*. Torrey, who no longer acts, is a keen horsewoman and has been since her girlhood in Alberta.

"All she's ever wanted was horses, and here in Stratford we can have them. We have two-and-a-half—one's having a foal. And Torrey is teaching me to ride. The best 'riding' I've ever done was in *The Three Musketeers*, with Powys Thomas, James Blendick, and Colin Fox. We were 'riding' stools for about three hours, in a complicated chroma-key set-up that faked the whole thing."

'63

The biggest role education can play is in helping people live better lives. That's the philosophy of a chic young woman who has to make use of it daily in her job as Women's Program Consultant for the Ottawa Collegiate Institute Board's extensive adult education program.

MRS. J. F. BODKIN, (*nee* Jill Madsen), BA '63, followed up a year in Switzerland with a job in the personnel field for the defence

production department in Ottawa, becoming most interested in aspects of her work which dealt with training and personal development.

MICHAEL G. MCGARRY, BSc (Civ Eng) '63, MSc '65, at The University of Western Ontario, is perfecting a production method which promises to multiply an acre's yield of food protein by thirty times.

The process uses special protein-producing algae, which feed on sewage treatment ponds. Preliminary laboratory tests indicate a one-acre pond might produce up to 10,000 pounds of protein, compared to the 300 pounds contained in a one-acre plot of corn.

Dr. McGarry first conceived the method while specializing in sanitary engineering after graduating from The University of Alberta.

'64

DONALD L. HOOVER, BSc (Ag) '64, of Charlottetown, has been appointed Farm Management Officer for the Farm Credit Corporation. The corporation comes under the Canada Department of Agriculture.

The Royal Bank of Canada has announced

the expansion of its Oil and Gas Department with the appointment to its engineering staff of D. L. KOLESAR, BSc (Eng) '64.

'65

Barber Machinery Company has announced the appointment of F. W. Pheasy, BSc (Mech Eng) '65, to the position of Assistant to the President, responsible for Long Range Planning and Special Projects.

GEORGE C. WALKER, BA '65, has been appointed Atlantic Region Representative of the Professional Institute of the Public Service of Canada. Mr. Walker will be looking after the affairs of the professionals in the Federal public service employed in the four Atlantic provinces.

'67

JAMES ALEXANDER BRYCE BURGESS, BA '64, LLB '67, known to Camrosians as "Sandy," began his association recently with the law firm of F. Bruce Ferguson in Camrose.

'69

This spring's graduate in Household Economics, BARBARA ANNE STONEHOCKER, BSc (HEc) '69, from Lacombe, has won a Henry A. Jastro fellowship offered by the University of California, Davis campus. The fellowship for the 1969-70 year, is in the field of textile science. It's valued at \$3,400, plus \$1,200 for non-resident tuition fees.



A special dinner for DR. and MRS. JOHNS was held in May by the Alumni Association. A large album of photographs taken during his career at the University was given to the President. The food was good too; here the President is served, while the Chancellor, DR. GALBRAITH, waits his turn. The Alumni Association will again honor Dr. Johns at Fall Convocation, when he will become the 1969 recipient of the Alumni Golden Jubilee Award. The Award was established in the University's fiftieth year. Previous winners include MAIMIE SHAW SIMPSON, ERNEST C. MANNING, LLd '48, and three former Chancellors.

At an alumni branch meeting in Winnipeg (at left) are ART LARSON, BSc (Ag) '49, MR. USHER, new President of the Alumni Association, and MARVIN SEALE, BSc (Ag) '48 MSc '51.

At the Victoria Branch, MISS MAIMIE SHAW SIMPSON, BSc '22, MSc '24, MEd '30, former Dean of Women, made a presentation to DR. and MRS. JOHNS.



Branch visits

By Alex G. Markle
Alumni Affairs Editor

Probably the busiest spring travel itinerary of his presidential career has just been concluded by DR. JOHNS.

During April and May stops were made by Dr. Johns and this reporter in a dozen corners of the province where the President had the opportunity to talk about the need for support for the 3AU Fund and to bid farewell to alumni and friends of the University.

The tour itinerary was initiated in Grande Prairie where a good turnout of graduates met with the President at the new Golf Club House. Hosts for the evening were the Peace River Graduates' Association. Following a buffet dinner the President spoke, and there were some pictures. The following day, ERNIE MARSHALL, BA '64, had arranged to have as many alumni as possible in Peace River town out to lunch with the President at one of the leading downtown hotels. Again a good deal of enthusiasm was shown for the 3AU Fund.

The travelling scene then shifted to centre province and DR. RITCHIE, then President of the Alumni Association, represented the President at the gala Bookworm Ball in Red Deer. During the course of the evening Dr. Ritchie presented a cheque for \$518 to the local branch of the Alumni Association as a matching grant for a series of branch projects sponsored by the Red Deer unit in support of library facilities at the Junior College in that centre.

A particularly pleasant evening was held with alumni in Westlock about mid-April. A good deal of preparation had been made by BOB EDGAR, BSc (Pharm) '55, former President of the Students' Union, and well-known pharmacist in that centre. Following a reception at the Edgar home the party

adjourned to a downtown restaurant for a sumptuous meal at which the Mayor and other leading citizens of the town had the opportunity of meeting Dr. Johns. Later that evening in the Legion Hall, following the President's remarks, a handsome presentation was made to him as a memento of the occasion.

Also in April, a visit was made with alumni in the community hall in Vegreville. There was a particularly good turnout for this gathering and a purse of silver was presented to the President by Branch President HARRY CHOMIK, BEd '50, MEd '64.

Later a light turnout was experienced in Camrose at the Golf Club House. This was largely due to a conflict with one of the final national hockey games of the season. However, those that did come to meet with the President enjoyed the occasion exceedingly. Host was GEORGE KRAVETZ, BEd '47, MEd '61.

One of the leading mid-Canada centres that has been long-awaiting a visit from Dr. Johns was Winnipeg. Arrangements were made for a visit there at the end of April. However, due to a clash of appointments, the President was unable to make the trip at the last moment and in his stead LES USHER, Deputy Minister of Youth for the province, and President-elect of the Alumni Association, did the honors. The meeting was held at the Fort Garry, the hosts for the evening being MARVIN SEALE, BSc (Ag)

'48 MSc '51, and ART LARSON, BSc (Ag) '49. On the same evening and just across the hall the Queens' alumni were meeting and it was a source of much satisfaction that the U. of A. assembly greatly out-numbered their counterparts from eastern Canada.

So that all parts of the province might be served a concentrated swing through the southern part of Alberta was made about mid-May. In Medicine Hat JACK ARMSTRONG, BComm '49, was the host at the Four Seasons. Prior to the alumni meeting, and on arrival in the Hat, the Deputy Mayor, MRS. HELEN GIBSON, BA '24, LLD '67, whisked the President to City Hall to to sign the guest book and to receive a city souvenir. Then back to the Park Plaza for a dinner meeting and an opportunity to meet with the leading citizens in the Hat and to speak of the 3AU Fund. The alumni get-together later that evening was well attended.

The following day, road transportation was supplied to Lethbridge where CHARLES G. VIRTUE, LLB '50, and his wife, IRENE, BSc (Nurs) '52, were host and hostess in their charming home in the Windy City. It had rained heavily so activities were confined indoors. Distinguished guests out to greet the President included representatives from The University of Lethbridge and one or two former recipients of honorary degrees from



Alumni met in the Westlock Legion to bid farewell to DR. JOHNS. During the course of the evening a handsome volume of Rolof Beny's Time of the Gods was presented to the President by BOB EDGAR, (left), a former President of the Students' Union, and HARVEY DOHERTY, Mayor of Westlock.

Something special in the way of branch meetings was sponsored by alumni in Vancouver this spring. Seen left to right at the Arbutus Club are DR. JOHNS, his son-in-law DENNIS HUTCHINS, MRS. SHEILA MAXWELL, BA '48, (President of the Vancouver Branch) and BILL REDMOND, BSc (Eng) '37.



the University.

A trip to the Drumheller Badlands proved to be one of the highlights of the presidential tour. STAN HAMBLBY, BSc '40 BED '42, MEd '44, Superintendent of Schools, had made the arrangements. Following an evening meeting at the Golf Club House Dr. and Mrs. Johns were persuaded to remain for a few hours the following day to have a look at the surrounding countryside. Souvenirs of the dinosaur country were presented to the visiting couple.

Probably the most jam-packed day of the entire month-and-a-half tour was a trip made in late May to St. Paul. This was the first time into the area for Dr. Johns and this intrepid reporter and a seven-hour itinerary went as follows. After the mid-afternoon arrival there was a sod-turning ceremony for the new consolidated school, followed by a reception at the home of Mr. and Mrs. Paradis. Time was taken for a "sitting" at Rocco's Studio, and a stop before dinner at the St. Paul U.F.O. Landing Pad. Then dinner at 6:30 p.m. to which Dr. Johns addressed the high school graduating class, and a hasty trip to the Blue Quills School to officially open a new gymnasium. Following his remarks as principal speaker, Dr. Johns was presented with a brilliant Cree head dress. After a short program we returned finally to the Park Avon School where I was asked to

address the Senior Chamber of Commerce on the subject "Friends of the University."

The entourage arrived back in Edmonton in the early hours of the following morning sounding the praises, not only of the citizens of St. Paul, but of the many alumni who had flocked to all of the centres of meeting as a gesture of respect and to hear from the departing President.

Annual meeting

President's report

The excerpts that follow are from the report made by D. C. RITCHIE, MD '41, retiring President of the Alumni Association, at the Association's annual meeting, May 10, 1969.

Our fall program got quickly underway with *Homecoming* as our first major activity. With the expanded facilities in the Students' Union Building, Homecoming was moved from its traditional one-night stand at the Macdonald Hotel in February to a three-day event on campus, tied in with an inter-varsity football game. A Friday night theatre party

was followed by the Homecoming Banquet and Ball on Saturday evening, at which time the golden class of 1918, and the silver class of 1943, were specially honored. Last fall we had the greatest number of "golden graduates" ever to return to the campus.

This was a pilot project and considered to be successful enough that the format will be retained for future Homecomings. Plans are already underway for our 1969 Homecoming in October under the chairmanship of MR. USHER, who will be President of the Association next year.

Prior to our own fund-raising campaign, preliminary meetings were held with the 3AU Capital Fund organizers. It was agreed that our appeal this year should be continued, but in a modified form so as not to interfere with the 3AU appeal. For this reason a single Alumni Fund letter, rather than the usual three, went to all alumni in October. The response to the single appeal has been very gratifying, and our net revenue compares favorably with previous years.

During the course of the year we have co-operated and co-ordinated our efforts with those of the 3AU organizers. A special letter has been drafted and is being sent to specially selected alumni outside the province who might act as leaders in alumni giving.

The attendance and enthusiasm at branch meetings this year has been particularly

gratifying for a can l

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The the c left t Dr. J



BILL CAMERON, BSc (Ag) '43, President of the Red Deer Branch of the Alumni Association, accepts the Burgess Alumni Trophy for the best all-round alumni branch from MR. USHER, new President of the Alumni Association. The presentation was made at the annual meeting.



gratifying. Dr. Johns is a great drawing card for alumni and the success of these meetings can be largely attributed to his presence.

Mr. Usher and I have been pleased to serve as statutory members on the University Senate with the elected alumni representatives, A. GUITARD, BSc '44, MSc '47, Grande Prairie, and G. STRONG, BA '32, BEd '67, Vegreville. Both elected members have further terms to serve.

This Spring the two Alumni Association representatives on the Board of Governors, Judge Whittaker was invited to continue GEORGE ROSS, BA '35, MA '40, were due to retire. According to our revised constitution the alumni representatives to the Board must be selected from Past Presidents of the Association. It was thought inappropriate by the nominating committee to have both members retire in the same year. Accordingly, Judge Whittaker was invited to continue as alumni representative on the Board for a further year to June 30, 1970. Beginning July 1, 1969, Mr. Ross will be replaced by me. Alumni have been well represented by Mr. Ross and Judge Whittaker, who have contributed greatly to this important body.

Alumni Centre considered

The possibility of establishing an Alumni Centre at the University was discussed at the Association's Annual Meeting, May 10, 1969. The centre would be the Association's permanent home and base of operations.

Recommendations from the Alumni Fund Trustees Committee were agreed to by the meeting, first, that an Alumni Centre Trust be established to which monies could be added from time to time in support of the proposed Alumni Centre, and, second, that the Executive Committee be authorized to transfer to the new Trust such funds as might be required to undertake a study of the possibility of establishing the Centre.

The Executive Committee of the Association is interested in the suggestions of members concerning the Centre—where it might be located, what facilities and services it might contain, and so on.

One suggestion about an Alumni Centre has already been made by Messrs Diamond and Myers, the University's planning consultants. In their preliminary report in March they said that Corbett Hall—the “old

Education Building” at Whyte Avenue and 112 Street—would be an excellent Alumni Centre. It would probably be several years, though, before it could be available for this purpose.

Alumni Association to assist Historian Johns

DR. JOHNS is to receive financial assistance from the Alumni Association for his history of the University. The researching and writing of a history of the University, particularly during the past thirty years, will be one of Dr. John's chief occupations during the sabbatical year following his retirement from the Presidency.

The Alumni Association will provide funds to assist with obtaining interviews, documentation, etc., for the project. The proposal came from the Alumni Fund Trustees Committee, and was agreed to at the Annual Meeting.

The Alumni Council gathered in the sunshine for this photo during the course of their annual meeting. Standing in the front row, left to right, are: Mr. Markle; Mrs. J. Shimizu, Dip Nurs '57; Dr. Johns; Mrs. K. Hutton, BA '37, Montreal; Dr. Galbraith; Dr. Ritchie,

President of the Association; Mrs. P. Simpson, BSc '37, Vancouver; Mr. Usher, Vice-President of the Association; Velma I. Rust, BSc '34, BEd '44, MEd '47, Ottawa; Miss E. Macdonald, BSc (HEC) '57, BEd '59; and N. A. Lawrence, BSc (Eng) '41.

In the back row are: Mrs. J. Heath, BA '38, Toronto; Judge B. C. Whittaker, LLB '36; B. Michalyshyn, MD '42; W. J. Astle, BComm '46; A. F. McQuarrie, BSc '41, Victoria; B. T. Keeler, PhD '61; E. A. Marshall, BA '64, Peace River; C. C. Gillespie, BSc (Ag) '36, Calgary; W. A. Cameron, BSc (Ag) '43, Red Deer; C. Kosowan, BA '50, LLB '51; A. J. Anderson, BSc (Pharm) '42; G. Kravetz, BEd '47, MEd '61, Camrose; C. J. McAndrews, BS (Ag) '50; W. A. D. Burns, BA '51; A. D. Cairns, BA '38; and P. Lemay, BSc '63, MSc '65.





The campus reporter

By Judith Carefoot
TRAIL Staff Writer

New President selected

The University's senior Vice-President, MAX WYMAN, BA '37, will succeed DR. JOHNS as President of The University of Alberta on September 1, 1969.

Dr. Wyman, known to his colleagues as an able and fair administrator, was a logical choice to succeed Dr. Johns. He has been on the University staff since 1943, and an administrator since 1961, when he assumed the position of Head of the Department of Mathematics. He subsequently served as Dean of Science for the 1963-64 academic year, and became Vice-President in 1964.

Dr. Wyman is well known among Canadian scientists for his scholarly work. He graduated from The University of Alberta with first class honors in Mathematics in 1937 and received a PhD, *magna cum laude*,

Max Wyman, the first alumnus of the University to be named its President.



from the California Institute of Technology in 1940. He is a member of the National Research Council of Canada (which he has served in various capacities for many years), a Fellow of the Royal Society of Canada, and a Member of the New York Academy of Sciences.

Dr. Cormack to retire

ROBERT GEORGE HALL CORMACK, Professor of Botany, will retire on August 31, 1969.

In 1936, when Dr. Cormack joined the staff of the Department of Botany as a sessional instructor, the Department was located in a corner of the Arts Building and had three staff members (including Dr. Cormack) and no graduate students. Today, Botany has a staff of twelve, twenty graduate students, and is housed in the Agriculture Building, where it moved in 1958. It is soon to move into its own wing in the new Biological Sciences Centre.

Dr. Cormack was born in 1904 in Cedar Rapids, Iowa, and moved to Canada as a child. He attended high school in Peterborough, Ontario, and went on to the University of Toronto. In 1929, he received his BA, in 1931 his MA, and in 1934 his PhD, all from Toronto.

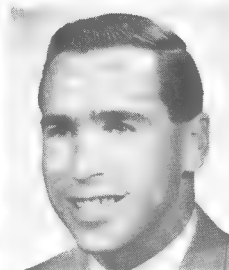
Alumni who studied botany will recall that Dr. Cormack handled the bulk of the elementary courses, teaching and supervising up to six labs a week. He also taught Plant Geography for several years.

Dr. Cormack is a plant anatomist whose research centred on the development of roots and root hairs. He is also the author of *Wildflowers of Alberta*, written as a companion piece to *Birds of Alberta* (by W. RAY SALT, BSc '41 MSc '48, Professor of Anatomy here, and ALBERT L. WILK, BSs '40, MSc '42), and published by the Government of Alberta in 1967.

From 1944 to 1960, Dr. Cormack acted as a consultant to the Alberta Department of Lands and Forests, doing summer field work in the foothills and mountains. He is a Fellow of the Royal Society of Canada, and



Dr. Cormack



Mr. McDonald

a member of the Botanical Society of America and the Canadian Institute of Forestry.

Vice-President named to head new commission

The University will lose a Vice-President when WALTER C. WORTH, BEd '49, MEd '52, Vice-President for Campus Planning and Development, assumes the position of head of the newly-established Alberta Commission on Educational Planning this autumn. The appointment was announced on May 7 by the Premier, HARRY C. STROM. Dr. Worth will remain a Professor of Elementary Education.

In announcing the formation of the Commission, Premier Strom said "the Government proposes to establish an enquiry into directions for change in the province's total educational system. This enquiry will not only study the future of elementary and secondary schooling, but also that of the province's rapidly expanding post-secondary system, including universities, junior colleges, technical institutes, and adult educational programs."

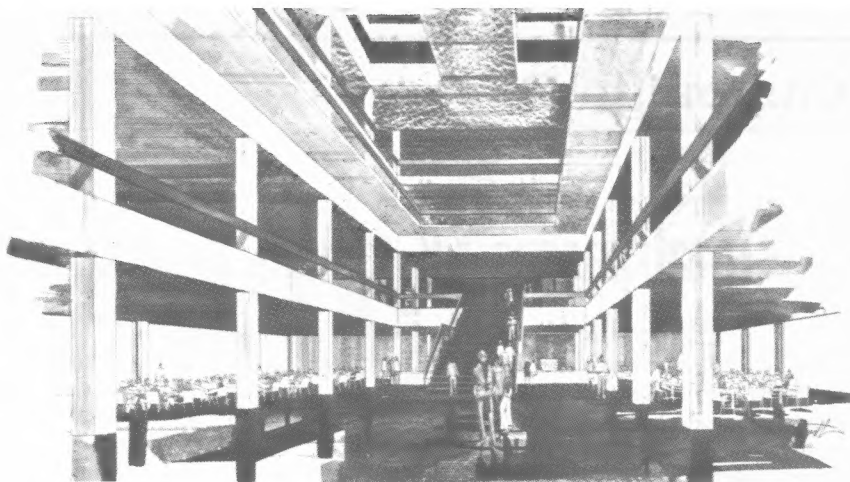
McDonald new hockey coach

When CLARE DRAKE, BEd '58, goes on sabbatical leave for the 1969-70 season, he will be replaced as coach of the Golden Bears hockey team by BRIAN McDONALD, the Assistant to the Vice-President, Academic. He has been the coach of the Junior Bears

The University of Alberta is primarily a "winter" campus. The new General Academic Building is designed as the first formal link in a scheme that will place indoor, usable space along main traffic arteries so that pedestrians may move about the campus indoors.

This drawing shows the heart of the building, a four-storey galleried open space, with cafeteria at the bottom level.

The building will be located on the site of the old "Hot Caf"—which will soon be torn down—and will be connected to the Cameron Library, the Engineering Building, and the Chemistry Building. The architect is H. J. RICHARDS, MRAIC, of Richards and Berretti, the same firm that designed the Students' Union Building.



for six years, and, during the 1966-67 season, served as Mr. Drake's assistant.

Mr. McDonald has played hockey for many years. Before joining the junior Regina Pats and the Montreal Junior Canadiens, he played minor hockey in Regina. He also played college hockey at the University of Saskatchewan and senior hockey in Calgary.

Mr. McDonald is a graduate of the University of Saskatchewan and the University of California.

Housing plan considered

The principle of student-operated housing facilities at The University of Alberta was given favorable consideration by the Board of Governors, which agreed to receive proposals from the Students' Union Housing Commission and the Graduate Students' Association Housing Committee.

It is felt that this type of housing would help to provide necessary variety in the accommodation available to students and at the same time recognize the wishes of the students to be responsible for planning and operating their housing facilities.

Committees to study law and order on campus

Two committees have been established by the General Faculty Council to study the maintenance and enforcement of law and order on the campus.

The first committee, composed of five staff members, and four students nominated by the Students' Council and the Graduate Students' Association, will review the whole question of the maintenance of law and order on the campus, particularly the regulations concerning student conduct and discipline. A set of regulations governing student conduct and discipline and including the procedures for the conduct of disciplinary hearings is to be drafted by the committee.

Among the five faculty members on the committee will be the Dean of Law, GERARD V. B. LAFOREST, and the Provost and Executive Assistant to the President, A. A. RYAN, BA '39, MA '40.

The second committee will consist of five staff members and will make recommendations to the General Faculty Council concerning the operation of security police on the campus, a question also under consideration by committees of the Students' Union and the Association of Academic Staff at The University of Alberta.

Geology conducts survey

The Department of Geology recently completed a survey of the contributions of its graduates towards the development and economy of Western Canada. The study revealed that graduates from the Department have in recent years either discovered or played a major role in the discovery of the locations of seven major metalliferous ore and industrial mineral deposits and 16 major producers of petroleum and natural gas. The total values of these discoveries is \$818,460.

Library receives grant

The University of Alberta Library has Received a grant of \$67,000 from the Canada Council. A total of \$1,000,000 was awarded to 34 Canadian universities and similar institutions to build up their research library collections in the social sciences and humanities. Priority was given to collections needed for advanced research, including graduate studies.

The Council pointed out that it is able to play only a limited role in meeting the total needs of university libraries in Canada. A Council-supported survey conducted by the Association of Universities and Colleges of Canada recommended that present university collections be at least doubled. The survey estimated that it would cost \$100,000,000 for new acquisitions and \$300,000,000 to house and staff the expanded collections.

Food Science program 'advanced'

The Food Science program at The University of Alberta has been selected as one of five approved for Canadian Food Industry Scholarships. The other universities chosen

are Laval, the University of Guelph, the University of Manitoba, and the University of British Columbia. LARRY HENDERSON, BA '64, Administrative Director of the Department of Food Science, says "Alberta has one of the most advanced schools in Canada."

The Canadian Institute of Food Technology and the federal Department of Industry, Trade, and Commerce are jointly sponsoring thirteen scholarships of \$1,000 each for Canadian resident students entering the second, third, or fourth years of an approved food science program. The scholarships are designed "to encourage more students to study and enter careers in food science and technology."

The food science program was established in 1967, and offers instruction at the BSc, MSc, and PhD levels. It is a co-operative project of the Faculty of Agriculture, the School of Household Economics, and the Faculty of Science.

New department approved

A Department of Comparative Literature is to be established at The University of Alberta. MILAN V. DIMIC, Associate Professor of German, will be Acting Chairman.

Studies in comparative literature have been carried on at The University of Alberta since 1962 under the direction of an interdepartmental committee affiliated with the Department of Germanic Languages and General Literatures. Courses were taught by lecturers from several other departments, including Romance Languages, Slavonic Languages, English, and Classics.

New program offered in pharmacy

The Faculty of Pharmacy will offer a master's degree in Hospital Pharmacy, beginning next September. The two-year program, leading to a professional rather than a research degree, is the first of its type in Canada.

The new program, to be directed by JOHN N. HLYNKA, BSc '59, PhD '67, Assistant Professor of Pharmacy, will combine academic and clinical experience.

Campaign Report

Total passes \$8 million, grows daily

On July 15, after three and a half months of intensive campaigning, the 3AU Capital Fund Campaign had exceeded the eight million dollar mark. The latest report shows pledges in the three university cities of \$191,000 in Lethbridge; \$1,530,000 in Calgary; and \$2,035,000 in Edmonton. The Provincial Regions Committee contributed \$62,000, and the National Corporations section \$4,531,000. Together this makes \$8,350,000, a figure that will have grown by several hundred thousand dollars as this magazine is printed.

One of the most outstanding groups of contributors in the Edmonton district is the alumni. Looking at the returns from the campaign we must bear in mind that most contributors in the professional group are alumni. Together with the alumni group they have pledged \$300,000, this is surpassed only by Advance Gifts and University Family gifts.

The sum will be augmented by \$100 coming out of the pocket of either TEVIE

MILLER, BA '49, LLB '50, Chairman of the Professional Groups Committee in Edmonton, or MAC JONES, BA '38, LLB '39, who holds the same position in Calgary. Mr. Jones has bet Mr. Miller the \$100 on these brave terms: "Regardless of Edmonton's superior numbers, our professional group total will exceed your total." The directors of the campaign would like to see more bets like this one.

Eight million is still far from twenty-five million, the goal that should be reached in five years.

Another person in Edmonton whose "outstanding campaign work" draws attention is the "indefatigable" WALTER H. JOHNS, who in one report is called "the flying doctor, travelling through Alberta and across Canada like a rocket, making calls on people on farms, in small towns, and city skyscrapers." The campaign headquarters doesn't welcome the retirement of such an outstanding campaigner.

Chemistry Department Chairman HARRY E. GUNNING and his committee seem to be right reagents for University of Alberta employees, many of whom have contributed considerable amounts to the fund. In fact, they are ahead of all other committees in Edmonton, except the Advance Gifts Committee. On July 15 the University Family Committee could announce \$234,000 pledged by staff of the University. The breakdown reveals that a little more than a quarter of the academic staff has contributed so far, which indicates a sizeable amount for each one.

Of the other committees in Edmonton, the Special Names Committee has raised \$85,000; the Corporations Committee \$1,409,000. The word from the campaign offices is that everything is going quite well, and every day everything goes still better.

THREE ALBERTA UNIVERSITIES CAPITAL FUND CAMPAIGN

PLEDGES FOR THE EDMONTON DISTRICT, MAY 15, 1969

Committee	Number	Amount
Corporations	66	\$1,189,185
Professional Groups		
Accountants	1	750
Architects	7	10,300
Dentists	23	11,510
Doctors	95	58,664
Lawyers	7	14,100
Pharmacists	—	—
Total		102,574
Special Names	51	55,520
University Family	266	186,406
Alumni	121	31,288
Other		2,532
Total		\$1,567,445

Four chairmen in the 3AU Capital Fund Campaign in Edmonton: G. D. O'BRIEN, BComm '53, the Corporate Gifts Committee, B. W. BROOKER, BSc '52, The Advance Gifts Committee, J. ARTHUR DAVIES, and R. W. CHAPMAN, the Special Names Committee.



NOTICE

Board of Governors Committee on Supplementary Remuneration and Income

The Board of Governors has constituted an *ad hoc* committee to advise the Board on policy governing business activities, other than private investments, or employment beyond the normal responsibilities to the University of any full-time member of the academic staff. This includes contracted research work or consulting work.

The members of the *ad hoc* Committee of the Board of Governors on Supplementary Remuneration and Income are the following:

Judge B. C. Whittaker (Chairman)
Dr. H. T. Coutts, Dean of Education
Mr. Jan DeJong, Graduate Students' Association
Mrs. D. McCulloch
Mr. L. Maynard
Dr. D. G. Tyndall, Vice-President (Finance & Administration)

The Committee will receive written submissions on the matter from the University community, and will conduct hearings. Requests for submissions will be sent to the Senate, to the General Faculty Council, to the Association of Academic Staff University of Alberta, to the Students' Union, to the Graduate Students' Association, and to the Alumni Association. Requests also will be sent to Deans and Directors and Chairmen of Departments. A series of notices in *Folio* will be used to draw the attention of other interested faculty members to the Committee's role.

The Committee is not constituted to deal with complaints against individuals who may be doing additional work outside the University.

Written submissions are requested by September 30, 1969. These submissions should be forwarded to Mr. John Nicol, Secretary to the Board of Governors, Room 301, University Hall. Ten copies of each submission are requested.



Do we send you too much mail?

Some people get two or three copies of everything we send out. Letters. Alumni magazines. Circulars. Invitations. ☐ They find it a bit annoying. We find it expensive. ☐ On the other hand, some of our alumni never hear from us at all, and that may be annoying too. ☐ If we mail you too much stuff (perhaps because there is more than one alumnus in your household), or if we seem to have lost track of you entirely, let us know. ☐ Telephone, or send a post card.

THE ALUMNI ASSOCIATION

The University of Alberta, Edmonton 7
Telephone 432-3224



alumni Homecoming

**OCTOBER 3rd, 4th, and 5th,
1969**

FRIDAY, OCTOBER 3rd

- 7:30 p.m. Pre-Theatre Party Cocktail Hour
(Students' Union Building)
- 8:30 p.m. Theatre Party
(Students' Union Building)

*** SATURDAY, OCTOBER 4th**

- 11:00 a.m. Homecoming Parade
- 12:30 p.m. Pre-Game Reception
- 2:00 p.m. Football Game (U. of A. Golden Bears vs. U. of C. Dinosaurs)
- 6:30 p.m. Pre-Homecoming Banquet and Ball Cocktail Hour
(Students' Union Building)
- 7:30 p.m. Homecoming Banquet and Ball
(Students' Union Building)

SPECIAL CLASSES

19, 29, 44, 49, 59, 64

*** SUNDAY, OCTOBER 5th**

- 2:00 p.m. Anniversary Tea
(Students' Union Building)
- 2:00 p.m. Students' Union Building Tours

Student / U of A . . . a special report on the students who have gained more effective representation on policy-making boards than almost any other student body in Canada . . . who contribute more volunteers, per capita, to CUSO than any other Canadian university . . . whose university is in a city Macleans magazine says is too cold for hippies . . . and who (so far) haven't had a riot.



Congolese church procession; photograph by CUSO volunteer Elizabeth Dugger